

**THE EFFECT OF THE IMPLEMENTATION OF GROUP  
DISCUSSION TOWARD SPEAKING ABILITY  
OF THE SECOND YEAR STUDENTS OF  
ISLAMIC SENIOR HIGH SCHOOL  
DAR-EL HIKMAH  
PEKANBARU**



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PEKANBARU  
1433 H/2012 M**

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A Thesis

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(S.Pd.)



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Pekanbaru, January 4<sup>th</sup>, 2012

The Writer

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## ABSTRAK

**Siti Mukhsinah (2012): “Pengaruh Strategi Diskusi kelompok dalam Meningkatkan Kemampuan Bicara Siswa Kelas Dua Madrasah Aliyah Swasta Dar-el Hikmah, Pekanbaru”.**

Judul dari Penelitian ini adalah “Pengaruh Strategi Diskusi kelompok dalam Meningkatkan Kemampuan Bicara Siswa Kelas Dua Madrasah Aliyah Swasta Dar-el Hikmah, Pekanbaru”. Diskusi dalam kelompok adalah suatu strategi dalam proses belajar mengajar. strategi ini mempermudah guru mentransfer ilmu dan idenya pada murid dan membuat mereka lebih memahami materi dan mempraktekkan langsung satu sama lain. Subject dari penelitian ini adalah siswa kelas 2 MAS Dar-el hikmah, Pekanbaru, dan object dari penelitian ini adalah efek dari Diskusi dalam meningkatkan kemampuan bicara siswa. Ada tiga instrument penting yang digunakan untuk memperoleh data pada penelitian ini, yang pertama yaitu observasi. Observasi ini digunakan untuk mengetahui penerapan diskusi dalam kelompok dalam meningkatkan kemampuan bicara siswa. Yang kedua adalah tes, tes ini digunakan untuk mengidentifikasi efek dari group diskusi dalam maningkatkan kemampuan bicara siswa. Dan ketiga angket untuk mencari factor apa yang mempengaruhi bicara siswa. Terdapat dua variable yang dioprasikan dalam penelitian ini: variable X, kelas experiment dan kelas control adalah variable Y, kemampuan dalam berbicara bahasa inggris. Untuk mengetahui adanya perbedaan kemampuan bicara siswa antara siswa kelas experiment dan siswa control, penganalisaan data dapat dianalisa dengan menggunakan program computer SPSS dengan rumus sample T-test.

Berdasarkan analisa data, dapat disimpulkan bahwa kemampuan berbicara siswa pada kelas experiment dengan menerapkan diskusi dalam kelompok dalam mengajar speaking di MAS Dar-el Hikmah, dikategorikan tinggi (62.88%), dan kelas control cukup (46.08%). Hasilnya menunjukkan t-table pada 5% tingkat significantnya adalah 2.04, sedangkan tingkat signifikan 1% adalah 3.75. hal ini dapat dibaca ( $2.04 < 10.887 > 3.75$ ) ini berarti  $H_0$  ditolak  $H_a$  diterima. Kesimpulanya bahwa pengajaran speaking dengan menggunakan diskusi dalam kelompok hasilnya lebih baik dari pada pengajaran tanpa diskusi kelompok. Dengan kata lain, pengajaran bahasa inggris khususnya speaking dengan menggunakan metode ini, dapat dikatakan efektif.

## ABSTRACT

**Siti Muhsina (2012): “The Effect of the Implementation of Group Discussion toward Speaking Ability at the Second Year Students’ Islamic Senior High School Darel Hikmah Pekanbaru”.**

The title of this research is “The Effect of the Implementation of Group Discussion toward Speaking Ability at the Second Year Students’ Islamic Senior High School Darel Hikmah Pekanbaru”. Group discussion is one of strategies in English learning process. This strategy can help the teacher in transferring ideas easier and make the students understand more the material and practice directly each other. The subject of this research was the second year students of senior high school and object of this research was the effect of the implementation of group discussion toward speaking ability. There were three instruments used in this research. The first instrument was observation. The observation used to find the application of group discussion toward students’ speaking ability. The second was a test, used to identify the effect of the use of group discussion toward students’ speaking ability. Two variables were operated in this research: variable X was the effect of the implementation of group discussion and variable Y was students’ speaking ability. To find out the difference of students’ speaking ability between experiment and control class, the data were analyzed by using SPSS computer program with formula sample T-test.

Based on the data analyzed, it could be concluded that students’ speaking ability of experimental group by using discussion in teaching speaking at MAS Dare-el hikmah was categorized high (62.88%) and the control class was categorized into fair (46.08%). The result showed that the score at t-table at level of the 5% grade of significance 2.04, while in the level significance 1% 3.75. It could be read that ( $2.04 < 10.887 > 3.75$ ). it meant that null hypothesis ( $H_0$ ) was rejected, while the alternative hypothesis ( $H_a$ ) was accepted. The conclusion of teaching speaking by using group discussion was obtained better result than those without using group discussion. In other words, because of its significance conducting toward teaching English especially speaking, could be alternative for teaching.

## الملخص

ستي محسن (٢٠١٢): "أثر تنفيذ مناقشة المجموعة نحو حديثه القدرة على طلاب السنة الثانية" كبير الإسلامي الأعلى بيكانبارو مدرسترااد الحكمة "

عنوان هذا البحث هو "أثر تنفيذ مناقشة المجموعة نحو حديثه القدرة على طلاب السنة الثانية" كبير الإسلامي الأعلى بيكانبارو مدرسترااد الحكمة ". مناقشة المجموعة هي واحدة من الاستراتيجيات في عملية تعلم اللغة الإنجليزية. وهذا يمكن أن يساعد المعلم استراتيجية في نقل الأفكار وأسهل جعل الطلاب على فهم أكثر المواد والممارسة مباشرة بعضها البعض. كان موضوع هذا البحث على طلاب السنة الثانية من المدرسة الثانوية والهدف من هذا البحث هو تأثير تنفيذ المناقشة الجماعية تجاه يتحدث القدرة. كان هناك ثلاثة الأدوات المستخدمة في هذا البحث. وكان أول صك المراقبة. استخدام الملاحظة للعثور على تطبيق المناقشة الجماعية تجاه قدرة الطلاب الناطقة. والثاني اختبار، وتستخدم لتحديد تأثير استخدام المناقشة الجماعية تجاه قدرة الطلاب الناطقة. وتم تشغيل اثنين من المتغيرات في هذا البحث: X متغير كان تأثير تنفيذ المناقشة الجماعية و Y متغير والطلاب يتحدث القدرة. لمعرفة الفرق من قدرة الطلاب الناطقين بين التجربة وفئة عنصر التحكم، وتم تحليل البيانات باستخدام SPSS برنامج كمبيوتر مع عينة الصيغة -الاختبار.

استنادا إلى تحليل البيانات، يمكن أن نخلص إلى أن الطلاب يتحدث قدرة المجموعة التجريبية باستخدام المناقشة في التدريس يتحدث في MAS تم تصنيف يجرؤ- الحكمة عالية (٦٢. ٨٨٪)، وتصنف في فئة عنصر التحكم العادلة (٤٦. ١٠٪). وأظهرت النتيجة أن درجة على طاولة. في مستوى الصف 5٪ من الأهمية ٤.٦. في أثناء وجوده في أهمية المستوى 1 ٣,٧٥٪. يمكن أن تقرأ (٤.٢ > ١٠, ٨٨٧ < ٣٧٥). ويعني هذا أن رفض فرضية العدم (هو)، في حين تم قبول الفرضية البديلة (ها). تم الحصول على إبرام يتحدث التدريس باستخدام المناقشة الجماعية نتيجة أفضل من تلك التي دون استخدام المناقشة الجماعية. وبعبارة أخرى، وذلك بسبب أهميتها إجراء نحو تدريس اللغة الإنجليزية تحدث وخاصة، يمكن أن تكون بديلا للتعليم.



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## CHAPTER I

### INTRODUCTION

#### A. The Background

Speaking is the key of communication. For the students, the achievement of English speaking is an important measure of academic success.<sup>1</sup> Kalayo and Ansyari point out that many learners regard speaking ability as the measure of knowing a language. They regard speaking as the most important skill they can acquire and they assess their progress in terms of their accomplishments in spoken communication.<sup>2</sup> According to Nunan speaking is the single most important aspect of learning a second or foreign language<sup>3</sup>.

A success of students in speaking is measured through the accuracy and fluency of their speaking ability. According to Harmer Speaking is using all the language at their command to perform some kinds of oral task<sup>4</sup>. The students should always practice in classroom or out of the classroom activities. They can express their ideas with other people by speaking.

The Choosing of certain method used in class should accommodate the goals of teaching learning process based on the curriculum. As the right method will result the better achievement. Nowadays, curriculum used is (KTSP) or

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<sup>1</sup> Marianne, Cecle-Murcia, *Teaching English as a Second of Foreign Language*. Los Angeles: New Bury House University of California. P. 126

<sup>2</sup> Kalayo Hasibuan and Muhammad Fauzan Ansyari. 2007. *Teaching English as a Foreign Language*. Pekanbaru. Alif Riau. P.101

<sup>3</sup> David Nunan, *Language Teaching Methodology a Textbook for Teachers*. (New York. 1991), p. 39.

<sup>4</sup> Jeremy Harmer. *The Practice of English Teaching*. (England. 1988), p.87.

School Based Curriculum in which the basic language skills are taught and trained intensively based on genres and functional speeches, demanded by Department of Education (DIKNAS)

In English syllabus, speaking is one of skills that should be mastered by students. In standard speaking competence, student should express the meaning in text of transactional and interpersonal conversation and continue (sustained) in context of everyday life. Basic competence: The students have to express the meaning in text of transactional and interpersonal conversation and continue (sustained) by using manner of oral language in accurate figures, fluent and accepted in everyday life context and entangle to action to say: to give opinion, ask for opinion, express to satisfy, and express to dissatisfy. In this case, the students at the second year of Islamic senior high school have great roles in doing these activity. (Taken from: MAS Dar-el hikmah pekanbaru)

Islamic senior high school of Dar-el Hikmah is one of Islamic private schools in pekanbaru, located on Manyar Sakti street, Panam. English is one of compulsory subjects at MAS Darel Hikmah Pekanbaru. The students learned English lesson twice a week that consisted of four hours. The success of teaching speaking at MAS Dar-el Hikmah Pekanbaru was determined by many aspects such as: material of speaking, facility, teacher competence, and the students themselves.

The way used by the teacher in speaking learning process was presentation. After being explained, the teacher gave questions to students randomly, for those who could answer those questions would get the scores which to be their speaking

scores. This method couldn't give opportunity for students to speak and shares their idea. They only listen to the teacher's explanation and wait for question, moreover, they are taught by using various methods. But, in reality, the results of their English study are still far from expectation of curriculum.

In this case, the researcher offered a method called group discussion method to improve student speaking skill. Group discussion was a form of conversation in which several members of a group participated and expressed their views on a subject of a controversial nature. Each member expressed his opinion on the subject which was announced at the time. It was not preplanned and was a spontaneous conversation among strangers.<sup>5</sup> It's a good method because student will have opportunity to speak English each other.

According to experts, for discussion to be effective in the class room, teachers must know how to allow the students to takes control of the discussion but at same time, direct and instruct the students in how to have meaningful discussion. This would obviously be important because student must know how to have a discussion and aware they are going with the discussion for the discussion to be useful and meaningful to them in reference to the teachers role in class room discourse, Townsend states according to Dillon that students have a propensity to elaborate more fully in response to their peers' comments or question than to those of the teacher. This seems logical, since students are more likely to be bate and discuss various subject and materials with an individual on their intellectual level

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<sup>5</sup> Raja, Khyati. 2011. *Elements of Group Discussion* . Florida: Atlantic International University. Enzine Articles.com

rather than with an individual who they feel is on higher, more advanced intellectual level, such as their teacher. In addition, Larson states that discussion may require teachers to relinquish to students more of their authority over the instructional process than recitation and questioning does. Teachers feel they have more control over their classes when they recite (lecture) or ask questions to which they expect prescribed, concrete answers. It must be stated once again, however, that for discussion to be effective in the classroom, teachers must take an overt stance allowing the student free range in their discussion, but with focus on the topic at hand. This is where the issue of interaction within discussion comes into focus. According to Larson interaction among students, and also between the teacher and students is an assumed component of classroom discussion. This is obviously important because in addition to the student talking amongst themselves, the teacher must, at times, provide input that fosters and promotes deeper, focused thinking, which in turn enhances any discussion.

In learning speaking, students have to make communication each other in a practice. As Kalayo and Ansyari (2007:110) said that communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activities are role plays and discussion.<sup>6</sup>

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<sup>6</sup> Ibid, P.110.

Interactive techniques are almost impossible to categorize, but here are few of possible types, gleaned simply from the table of contents of Friederike Klippel's highly practical little resource book, *Keep Talking: Communicative Fluency Activities for Language Teaching*: interviews, guessing games, jigsaw tasks, ranking exercise, discussions, values clarification, problem-solving activities, role-play, and simulations.<sup>7</sup>

The benefit of this method is that students can express their speaking to their friends in their groups more freely in English situation. Furthermore, they can talk one another in the form of conversation or discussion. Discussion of Language students need to get used to discussing various topics in English so that they will be able to interact in a usual English environment.

Concerning to the problem above, the researcher was interested in conducting an experimental research based on several symptoms below:

1. Some of students could not communicate by using English.
2. Some of students couldn't share their idea.
3. Some of the students were afraid of making mistakes if they speak English.
4. Most of students did not have English environment to speak English each other.

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<sup>7</sup> Douglas Brown, H. 1994. *An Interactive Approach to Language Pedagogy*. New Jersey: San Francisco State University



Based on the background and the symptoms above, the researcher noticed that the students lacked of speaking skills. So the researcher was very interested in carrying out a study entitled: **“THE EFFECT OF THE IMPLEMENTATION OF GROUP DISCUSSION TOWARD SPEAKING ABILITY OF THE SECOND YEAR STUDENTS OF MAS DAR-EL HIKMAH PEKANBARU”**.

### **B. Definition of the Key Terms**

1. The effect means the Power to produce results; efficiency; force; importance. In general: That which is produced by an agent or cause; the event which follows immediately from an antecedent.<sup>8</sup> In this research, the effect means the influence of group discussion as Strategy in teaching and learning process to increase students' speaking skill.
2. The implementation is the realization of an application, or execution of a plan, idea, model, design, specification, standard, algorithm, or policy
3. Discussion means an extended communication (often interactive) dealing with some particular topic. In the term of teaching, discussion is an approach to teach which consists of goal.

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<sup>8</sup> <http://www.brainyquote.com/words/ef/effect158444.html#yGskpYjQYZtWJLLx.99>

4. Speaking comes from word “speak” it means to talk somebody else about something to have a conversation with somebody.<sup>9</sup>
- According to Manser, speaking is saying things or talking.<sup>10</sup>

## **C. Problems**

### **1. Identification of the Problems**

- a. Why do the students have difficulties in communication by using English?
- b. Can Discussion within the Group toward speaking ability?
- c. Why do the students could not share their idea?
- d. Why do the students afraid of making mistakes if they speak English?

### **2. Limitation of the problem**

In this research, it is necessary to limit the problems. The problem is limited on the effect of the implementation of group discussion toward students speaking ability at the second year student of MAS Dar-el Hikmah

### **3. Formulation of the Problem**

The problem of this research is:

Is there any significant effect of the implementation of group discussion toward students speaking ability of MAS Dar-El Hikmah?

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<sup>10</sup> Martin H Manser *Oxford Learner's Pocket Dictionary* (New York:1996). p. 398.

## **D. Objective and Significance of the Research**

### **1. The objective of the Research**

To know whether difference of students' speaking skill who taught by group discussion or not at the second year students of MAS dar-el hikmah.

### **2. The Significance of the Research**

By doing the research, the researcher hopes that it can:

- a. To enlarge researchers' knowledge about the real teaching process.
- b. To fulfill one of the requirements for the award of undergraduate degree of English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.
- c. To give information to the teacher about the effect of the implementation of group discussion toward speaking ability of the second year students of MAS dar-el hikmah.

## CHAPTER II

### LITERATURE REVIEW

#### A. The Speaking Ability

The mastery of the art of speaking is an important aspect in learning a foreign language. The students' success is as measure in terms of the ability to carry out a conversation in the language. Speaking is one of the English skills. It is an important thing if someone would like to master the language. It is one of the skills besides listening, reading, and writing. Littlewood said that, speaking can perform to develop communicative ability:

1. It opens up a rich stimulus for communicative interaction, namely the varied experiences, interests, and opinions of the learners.
2. It thus provides a context for a wide range of communicative function and domain of meaning learners that must practice the skills required for managing longer session of social interactions such as introducing a new topic, turn-taking or sustaining the conversation through difficult process.
3. It provides learners with opportunities to express their own personality and experience in using the language as means of handling their own social relationship<sup>11</sup>

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<sup>11</sup> William Littlewood, William. (1981). *Communicative Language Teaching an Introduction*. Cambridge: Cambridge university press, New York. P.47

In the implementation of role play strategy, the students are optimally expected to be able to improve their ability in speaking. They, of course need the importance of supporting guidance, concerning to the improvement of their speaking ability.

#### **a. The components of speaking**

Kalayo stated that speaking involves three areas of knowledge:

##### **1) Mechanics**

In this case, mechanics are divided into three categories: pronunciation, grammar, and vocabulary. The speaker should use the right words in the right order with the right pronunciation.

##### **2) Functions**

Function involves of transaction and interaction in speaking. The speaker should know when the clarity of message is important and when it is not needed.

##### **3) Social and cultural rules and norms**

Knowing about who is speaking to whom, in what environment or circumstances, about what the people speak, and for what reason.<sup>12</sup>

Dealing with the statement above, there are some components of speaking according to Haris (as quated by Zumri) that should be known:

1. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pause, false starts, word searches, etc. Adopted to the position taken by Hammerly. "Although the

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<sup>12</sup> Kalayo hasibuan, Op Cit. p.101.

word ‘fluency’ has long been used in everyday speech to mean speaking rapidly and well, in our field it has largely come to mean speaking rapidly and smoothly but not necessarily grammatically”.

2. Grammar or structure is important in speaking. Communication in speaking will be understood by the listener if the speaker conveys about they said in order to make the listeners understand about the meaning from the speaker. As stated by Zumri who states that grammar must be used and taught particularly at school since it has three major objectives, such as:

- a. Making the students understand the grammar.
- b. Getting the students to comprehend and to provide the answers of any grammatical problems in learning English.
- c. Having the students practice the grammar and their daily life.<sup>13</sup>

- 3 Vocabulary means the students need to have plenty of vocabularies, since repeating words happen because the learner does not know substitution words. Vocabulary is a normal study in dialogue or conversation.
- 4 Correctly of pronunciation and intonation in conversing to be meant so that the listeners are easier to hear and understand where of imprinted by the speakers. The important part of learning the spoken language is in the learning and teaching pronunciation in speaking. All words are mad up of

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<sup>13</sup> Zumri, “*The Contribution of Problem Solving Activity Applied by Students Toward Their Speaking Ability*” (of the Second Semester Students of English Education Department of Education and Teachers Training Faculty Uin Suska Riau. 2006), p. 17

sounds and speakers of language need to know these sounds. Therefore, they will understand what is said to them and be understood in their turn.

5. Comprehension means since speaking is an activity of producing word only, in which there is a process of exchanging ideas between a speaker and listener. It is important to have comprehension as the next components of speaking.

#### **b. The purpose of speaking**

It is beneficial to understand that purpose of speaking it self. The purposes are stated as follows:

1. To expect students to have a language function skill to make themselves understand.
2. To enable students to convey meaning.
3. To make the students able to express themselves orally.
4. To motivate students in order to be able to communicate orally with native speakers.
5. To motivate students in order to use English properly.

#### **c. The Testing of Speaking**

To know the success of the students' speaking ability, there are two kinds of assessments to measure it, as explained by Ellis (as equated by sanusi you can

assess your speaking, firstly, you are going to focus on accuracy and your fluency or both.<sup>14</sup>

Focusing on accuracy:

- a. Vocabulary
- b. Grammar
- c. Style
- d. Pronunciation of sound
- e. Stress
- f. Intonation

Focusing on fluency:

In this case, it is not concern with assessing the correctness of specific points, but with the general effect of spoken English.

- a. Meaning
- b. Spontaneity

According to Harris in Zumri to measure the components of speaking theoretically, there are typical scales that each component has a set of qualities (level) to be rated and a series of possible rating<sup>15</sup>. Here is a sequence of the speaking rates:

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<sup>14</sup> Sanusi, “*The Effectiveness Of Using Improvisation Technique In Improving The First Year Students’ Speaking Ability*” ( at Department of English Education Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau, Pekanbaru, 2008). P. 16.

<sup>15</sup> Zumri, Op. Cit. p. 17



## 1. Pronunciation

**TABLE II.1**  
**PRONUNCIATION**

<b>Score</b>	<b>Requirement</b>
5	Have views traces of foreign language
4	Always intelligible, through one is conscious of definite
3	Accent problems necessitate concentrated listening and occasionally lead to misunderstanding
2	Very hard to understand because of pronunciation problem, Must frequently be asked to repeat
1	Pronunciation problems so several as to make speech virtually unintelligible

## 2. Grammar

**TABLE II.2**  
**GRAMMAR**

<b>Score</b>	<b>Requirement</b>
5	Make s few (if any) noticeable errors of grammar or word order
4	Occasionally makes grammatical and/ or word-order, which occasionally obscure meaning.
3	Makes frequently errors of grammar and word-order, which occasionally obscure meaning.
2	Grammar and word order errors make comprehension difficult. Must often rephrase sentence and/or restrict him to basic pattern.
1	Error in grammar and word-order so serve as to make speech virtually unintelligible.

### 3. Fluency

**TABLE II.3**

#### **FLUENCY**

<b>Score</b>	<b>Requirement</b>
5	Speech as fluency and effortless as that native speaker.
4	Speed of speech seems to be slightly affected by language problem
3	Speed and fluency as rather strongly affected by language problem
2	Usually hesitant often into silence by language limitation
1	Speech is also halting and fragmentary as to make conversation virtually.

### 4. Vocabulary

**TABLE II.4**

#### **VOCABULARY**

<b>Score</b>	<b>Requirement</b>
5	Use of vocabulary and idiom virtually that of a native speaker
4	Sometimes uses inappropriate term and/or must rephrase ideas because of lexical inadequacies.
3	Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary
2	Misuse use of word and very limited vocabulary make comprehension quite difficult
1	Vocabulary limitations as extreme as to make conversation virtually impossible

## 5. Comprehension

**TABLE II.5**  
**COMPREHENSION**

<b>Score</b>	<b>Requirement</b>
5	Appear to understand every without difficult
4	Understanding nearly everything at normal speed although occasionally repetition may be necessary
3	Understanding most of what said at slower than normal speech with repetitions.
2	Has great difficult following what said. Can comprehend only social conversation, spoken slowly and with frequently repetition
1	Can not be said to be understood even simple conversation English

**TABLE.II.6**  
**CATEGORY AND SCORE OF SPEAKING**

<b>Category</b>	<b>Score</b>
5	17-20
4	13-16
3	9-12
2	5-8
1	1-4

To collect the data, the writer used group discussion. The speaking results were evaluate by concerning five components and each component has score or level. Each speaking component has 20, the highest score and the total of all the speaking components are 100. The specification of the test can be seen in the table below.

**TABLE II.7**  
**THE SPECIFICATION OF THE TEST**

<b>No</b>	<b>Speaking components</b>	<b>The score</b>
1	Pronunciation	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
Total		100

### **B. The Theory of Group discussion Strategy**

Speaking is an interaction connecting one to another. It absolutely indicates that there is an implication of two or more people in this term. The presence of those has resulted communicative acts called verbal interaction or utterance. The variety of people as well as their participation in verbal interaction will of course generate colored inputs of experiences and ability possessed by them.

As Hasibuan and Ansyari (2007:110) said that communicative output activities allow students to practice using all of the language they know in situation that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activity are role plays and discussions.

Juel and Graves state that to become proficient in discussion, a student need explicit instruction, modelling, and many opportunities for practice.

Student also needs feedback from teacher and their peers on what has been learned in discussion and on the process of the discussion itself.<sup>16</sup>

Hasibuan and Ansyari said that, small group discussion will succeed when the teacher prepares students first, and gets out of the way. There are some steps to succeed with the discussion:

1. Prepare the students: give them input (both topical information and language forms) so that they will help something to say and the language with which to say it.
2. Offer choices: let the students suggest the topic for discussion or choose from several options. Discussion does not always have to be about serious issues. Students are likely to be, more motivated to participate if the topic is television program, plans for a vacation, or news about mutual friends. Weighty topics like how to combat pollution are not as an engaging and place heavy demands on students' linguistic competence.
3. Set a goal or outcome: this can be a group product, such as a letter to the editor, or individual report, on the views of others in the group.

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<sup>16</sup> Karim, Abdul. 2008. *The Students' Participations in Discussion Class and Their Speaking Achievement of English Education Department of UIN Suska Riau*. Unpublished Degree Thesis. Pekanbaru: UIN Suska.

4. Keep it short: give students a defined period of time, not more than 8-10 minutes, for discussion. Allow them to stop sooner if they run out of thing to say.
5. Allow the students to participate in their own way: not every student will feel comfortable talking about every topic. Do not expect all of them to contribute equally to the conversation.
6. Do topical follow-up: have students report to the class on the result of their discussion.
7. Do linguistic follow-up: after the discussion is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.<sup>17</sup>

#### **a. How to Teach by Discussion Strategy**

There are some planning in preparation to teach group discussion strategy to the students. The following describes a planning of group discussion strategy:

##### **1) Identify the objective of each discussion**

For examples, if you want to help your student

- a. to focus on the subject matters, or
- b. to relate the discussions with the course

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<sup>17</sup> Op. Cit. p. 112

## **2) Select appropriate forms of class discussion**

For examples:

- a. Student presentation followed by group discussion;
- b. Briefing from TA followed by group discussion;
- c. Assign readings to students followed by summary presentation and class discussion;
- d. Buzz group discussion, i.e., the whole class is divided into small groups of 3 or 4 persons who discuss a topic for a short time. Then each sub-group reports the results to the whole class;
- e. Debate.

## **3. Set the room for discussion**

Different room-setting may affect the participating atmosphere:

- a. Sitting in a circle allows everyone can see and communicate with each other;
- b. You may sit outside the circle to observe and control;
- c. In large class students may form different small groups with their own circle.

**4. Create a climate to facilitate discussion**

- a. State the rules of discussion, e.g., how to take turns, how to interrupt;
- b. Preview topics and introduce key terms;
- c. State your expectation & goal of discussion;
- d. Provide sufficient time for discussion.

**5. Stimulate participation**

- a. Raise questions for stimulation;
- b. Call on students who might provide interesting viewpoints;
- c. Call on students to paraphrase or summarize the issue just discussed;
- d. Prepare questions, give students a few minutes to write down their answers, and present them to the whole class.

**6. Guide the discussion**

- a. Summarize the issues just discussed and list out the key points, clarify students' ideas and ask for comments;
- b. Comment positively about a student's contribution to reinforce the idea;
- c. Assign a small specific task to a quiet student to encourage participation;
- d. Avoid any student monopolizing the discussion;



- e. Prevent the discussion from deteriorating into a heated argument.<sup>18</sup>

#### **b. The Procedure of Using Group discussion Strategy Both of Two Classes**

To carry out of learning speaking by using group discussion strategy and without using group discussion strategy, the procedures are as follows:

1. Procedure for experiment class and control class on pre-test.
  - a. The teacher comes into the class and immediately begins speaking about the lesson in the class.
  - b. The teacher gives pre-test to the students that provide to access the respondents' ability of speaking subject.
  - c. The teacher writes and gives the form to give the students' scores of pre- test.
  - d. The teacher prepares the material to the students
  - e. The teacher gives the time to discuss in groups
  - f. The students do their speaking test
  - g. The English teacher gives item score based on their discussion about five components of speaking. They are pronunciation, fluency, vocabulary, grammar, and comprehension.

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<sup>18</sup> Kelly, M. & Stafford, K., *Managing Small Group Discussion*, Professional Development Unit, City University of Hong Kong, 1993, pp.8-11.  
<http://www.ust.hk/celt/ta/taguide/skills/leading.htm>

- h. The English teacher gives the judgments of students' discussion or responds about their speaking.
- 2 Treatment procedure for experimental class implemented by the English teacher:
- a. Treatment 1: The teacher gives a material about the foundation of group discussion strategy to the students. After the explanation, then the students discuss the material about the material that they do not understand.
  - b. Treatment 2: This treatment is continued from the treatment 1 that the teacher gives the material about the indicators of group discussion strategy.
  - c. Treatment 3: The teacher gives a situation to the students that consists of four groups. Every group chooses one topic to discuss in their group. the teacher gives some clues of the topic that they use in doing group discussion strategy, then the student in group is doing the activity, after doing the performance, the teacher discusses about their discussion.
  - d. Treatment 4: the teacher gives the student the topic about the picture that they should discuss in their groups. The teacher also gives some clues of the topic that they use in doing group discussion . After doing the discussion, the teacher discusses their discussion.

- e. Treatment 5: the teacher gives the students the free topic to be discussed. After their discuss, the teacher discusses their discussion.
- f. Treatment 6: In this treatment, the teacher gives them one topic to each group that they discuss in their group, then they discuss the topic. After their discussion, the teacher discusses their discussion.
- g. Treatment 7: In this treatment, the teacher gives them one topic to each group than they discuss the topic in their group, After their discussion, the teacher discusses their discussion process.
- h. Treatment 8: the teacher gives them an evaluation of their discussion during the first discussion into the last. Then, the teacher and students discuss about the material that they do not understand yet until they are able to master it.

3. Post-test procedures for experiment and control classes:

- a. The writer and the teacher come into the class and immediately begin speaking about the material
- b. The teacher gives the post test to the students that provide to access the respondents' ability of speaking subject.
- c. The teacher also gives the form to the English teacher and gives the students' post test scores.
- d. The teacher prepares the material to the students about the situation.
- e. The teacher gives the time to discuss in their group.

- f. The students do their speaking
- g. The English teacher gives them score based on their discussion process, about five components of speaking that are pronunciation, fluency, vocabulary, grammar, and comprehension
- h. The English teacher gives the judgments of their discussion or response about their speaking.

### **C. Relevant Research**

As a matter of fact, there were some preliminary researchers dealing with analysis of the students' ability in speaking:

The first is Abdul Karim (2008), carried out a research entitle “ The Students' Participations in Discussion Class and Their Speaking Achievement of English Education Department of UIN Suska Riau”. The sample of the research was 134 students. The techniques used were the observation, questionnaire, and documentation

The second title is “the effectiveness of using picture to encourage the students' interaction in speaking at the second year of MTS Lipat Kain Kampar Kiri that was written by Musnil Amin <sup>19</sup>. Based on his research that the effectiveness of using pictures to encourage the students' interaction in speaking was classified into less classification. This can be seen from the percentage obtained that was 54, 37%.

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<sup>19</sup> Abd. Musnil Amin ,”*The Effectiveness of Using Picture to Encourage the Students' Interaction in Speaking*” ( at the second year of MTS Lipat Kain Kampar Kiri, pekanbaru, 2006)

#### **D. Operational Concept**

There were two variables investigated in this research, they were variable X called independent and variable Y called a dependent variable. The independent variable was group discussion method and dependent variable is students' speaking ability.

1. Variable X ( teaching procedure in using group discussion method)
  - a. The Teacher prepares the students before discussion begins.
  - b. The Teacher offers choices and let the students suggest the topic for discussion or choose from several options.
  - c. The Teacher sets a goal or outcome.
  - d. The Teacher gives the students a defined period time.
  - e. The Teacher allows the students to participate in their own way.
  - f. The Teacher follows-up the topic, let the students report to the class on the result of their discussion.
  - g. The Teacher follow-up the linguistic, give feedbacks on grammar or pronunciation problems.
2. Variable Y ( students' speaking skill)
  - a. The students articulate English with correct pronunciation
  - b. The students use appropriate vocabularies.
  - c. The students can use rules and certain principle in sentences in proper manner.

- d. The students can express their ideas with fluency and effortless as a native speaker.
- e. The students can express their ideas by allowing the air stream of speech to follow then some of this speech spill over beyond comprehensibility.

## **E. The Assumption and Hypothesis**

### **1. The Assumptions**

Before starting hypothesis as a temporary answer of the problem discussed, the writer would like to present some assumptions in reference to the research problem:

- a. The second year students of MAS Dar-el Hikmah have different ability in speaking.
- b. The activities in Group discussion strategy can improve students' ability in speaking.
- c. The students are able to speak English with a good pronunciation, appropriate vocabularies, grammatical correct, a good comprehension, and speak fluently.
- d. The students are interested in speaking English.

### **2. Hypotheses of this Research are:**

- a. (Ho) There is no significant effect of the implementation of group discussion strategy toward the second year students' speaking ability.

- b. (Ha) There is a significant effect of the use of group discussion strategy toward the second year students' speaking ability.

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

##### **A. The Research Design**

The kind of this research was a quasi-experimental research non-equivalent control group design. There were two variables in this research, there were group discussion strategy as independent variable symbolized by X and students' speaking ability as dependent variable symbolized by Y.

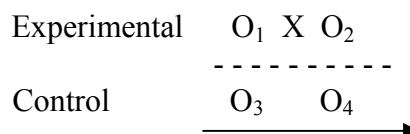
In this research, the writer used two classes as samples that one was called as experimental class administered by using group discussion strategy and another was the control class that was administered without using group discussion strategy. However, the material gives and purposes of the research to each class were the same.

There were two kinds of tests used in this research they were; pre-test and post-test. Pre-test was given before the treatment that aimed at finding out the homogeneity of the two classes, after the pre-test was give to all of the samples. English teacher taught the experiment class by using group discussion strategy, while the control class was taught without using group discussion strategy. In the process of teaching and learning by using that treatment, the researcher also observed the experiment class in order to find the data about students' group discussion action. After eight meetings, both control and experiment classes were



given the post-test in order to find out the effect of the implementation of group discussion toward students' speaking ability.

According to Cohen the type of this research can be design as follows:



O<sub>1</sub> : Pre test of experimental group

O<sub>3</sub> : Pre test of control group

X : Receive the treatment using group dscussion strategy.

O<sub>2</sub> : Post test of experimental group

O<sub>4</sub> : Post test of control group

-----: no randomization<sup>20</sup>

## **B. Location and Time of the Research**

The research was conducted at the second year of MAS Dar-el Hikmah Pekanbaru. This research was conducted in the first semester started from August until October 2011 in academic year 2010/2011.

## **C. The Subject and the Object of the Research**

The subject or the sources of this research were the second year students of senior high school Dar-el hikmah pekanbaru.

The object of this research was the effect of the implentation of group discussion strategy toward the students' speaking ability. The aspects investigated were as follows:

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<sup>20</sup> Cohen L et al. *Research Method in Education Sixth Edition*. Routledge. (London and New York. 2007). p.283

1. The aspect of speaking-vocabulary, pronunciation & accuracy, grammar fluency and comprehension.
2. The students speaking ability by using group discussion strategy.

#### **D. The Population and the Sample of the Study**

The population of this research was the second year students of MAS Dar-el hikmah pekanbaru in academic year 2010/2011. The researcher choose them as the sample of this research based on the following considerations:

- a. The second year students of MAS Dar-el hikmah have learned English lesson especially speaking
- b. The second year students of MAS Dar-el hikmah used School Based Curriculum (KTSP), so most of their tasks were emphasized in increasing oral communication.

The population of this research was 144 students which consisted of 6 classes at the second year of MAS Dar-el hikmah, because of the large population, it was necessary to take samples for this research. The writer took two classes for samples. For this purpose, the writer used cluster sampling and finally took 25 students XI Agama A1 become a sample of the group discussion strategy and 25 students for XI Agama B2 become a sample of the control class. So the total sample of this research was 50 respondents of 144 students.

### **E. The Instrument of the Data Collection**

To obtain data from the samples of this research, the writer used the following techniques:

#### **1. Classroom Observation**

Commonly, classroom observation is the way to organize and control the students' behavior, movement, and interaction done by the teacher during teaching and learning process. Pertaining the statement above Richard, C. J states that classroom observation includes procedures for grouping students for different types of classroom activities<sup>21</sup>. The writer directly observed the process of teaching and learning in the classroom.

#### **2. Test**

The test was used for measuring the students' speaking ability of the implementation of group discussion strategy. The test was divided into two ways: pre-test and post-test in which the pre-test was given before treatment and pos-test was given after doing treatment. In collecting the data, the researcher used a tape recorder to record the students' voice. According to Harris in speaking test should consist of five components to be rated, namely; grammar, Vocabulary, fluency, and comprehension.<sup>22</sup>

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<sup>21</sup> Richard, C. J, Op. Cit. p. 52.

<sup>22</sup> zumri, Op.cit. p.17.

## F. The Technique of the Data Analysis

To analyze the data, the writer established some categories to classify the result of the test as the main instruments of this research, adopted from Hartono, the score range is as follows<sup>23</sup>:

$$t_0 = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

$t_0$  : The value of T-obtained

$M_x$  : Mean score of experimental sample

$M_y$  : Mean score of control class

$SD_x$  : Standard deviation of control class

$SD_y$  : Standard deviation of control class

$N$  : Number of students

The T-table was employed to see whether there was a significant difference between mean score in both experimental and control groups. The obtained value was consulted with the value of T- table at the freedom  $(df) = (N1 + N2) - 2$

Where:

Df = The degree of freedom

N1= The number of students in experiment class

N2= The number of students in control class

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<sup>23</sup> Hartono. *Statistkc untuk Penelitian*. (Pekanbaru. 2004), p. 191.

Statistically hypothesis:

$H_0 = t_o < t_{table}$

$H_a = t_o > t_{table}$

Criteria of hypothesis:

1.  $H_0$  is accepted if  $t_o < t_{table}$  it can be said that there is no significant effect of implementing group discussion toward students' speaking ability.
2.  $H_a$  is accepted if  $t_o > t_{table}$  or it can be said that there is a significant effect of implementing group discussion toward students' speaking ability.

### **1. Looking for the mean of variable X and Y**

1. The mean of variable X

$$M_x = \frac{\sum X}{N}$$

2. the mean of variable Y

$$M_y = \frac{\sum Y}{N}$$

### **2. Looking for standard deviation of variable X and Y**

1. Standard deviation of variable X

$$SD_x = \frac{\sum x^2}{N}$$

2. Standard deviation of variable Y

$$SD_y = \frac{\sum y^2}{N}$$

### 3. The Validity and Reliability of the Test

#### 1. Validity

Every test, whether it is a short, informal classroom test or a public examination should be as valid as the test constructor can make it, the test must aim to provide a true measure of the particular skill that was intended to measure. According to Donna a high level of validity is a goal to strive. It means the test is valid or not if the test has been tested and it can be measured<sup>24</sup>. According to Heaton the validity of a test is the extent to which it measures what it is supposed to measure and nothing else<sup>25</sup>.

#### 2. Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Heaton explains that reliability is primary importance in the use of both public achievement and proficiency test and classroom test. There are some factors affecting the reliability of a test, they are:

- a. The extent of the sample of material selected for testing
- b. The administration of the test, clearly this is an important factor in deciding reliability, especially in tests of oral production and listening<sup>26</sup>.

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<sup>24</sup> Johnson M. Donna *Approaches to Research in Second Language Learning* (London and New York. 1992), p. 53.

<sup>25</sup> Heaton, J.B. *Writing English Language Test*. (New York. 1988). p. 159

<sup>26</sup> Ibid, p. 162

To obtain the reliability of the test, it must know first the mean and standard deviation of the test. The reliability of the whole test was analyzed by using following formula:

$$r_{ii} = \frac{N}{N-1} \left( 1 - \frac{m(N-m)}{NX^2} \right)$$

R<sub>ii</sub> : Reliability

N : The number of items in the test

M : The mean score of the test

X : The standard deviation of the test

The reliability coefficient for good classroom achievement test are expected to exceed 0, 0 and closed 1,00. He states that the reliability of the test is considered as follows:

0.00-0.20	reliability is low
0.21-0.40	reliability is sufficient
0.41-0.60	reliability is high
>.60	reliability is very high

## **CHAPTER IV**

### **THE PRESENTATION OF THE DATA AND ANALYSIS**

#### **A. The presentation of the Data**

##### **1. The Data of Classroom Observation**

Besides the test, the writer also observed the effect of the implementation of group discussion toward students' speaking ability. The kind of observation in this research is only to describe the condition of classroom participant itself. The observation was conducted by the teacher and the writer. The writer did eight observations to experiment class about the effect of the implementation of group discussion toward speaking ability at the second year students of MAS Dar-el Hikmah pekanbaru. The data can be seen as follows:

##### **2. The Observation of English teachers at MAS Dar-el Hikmah**

From the first to the last observation, I observed the teacher did Group discussion steps or procedures rightfully. She was a good partner in teaching and learning process. She had good preparation in every meeting because, the researcher had to combine his teaching form within teaching English procedure at MAS Dar-el Hikmah. The researcher also did formative test in every meeting. Based on the observation, the researcher did Group discussion procedures in teaching and learning process. See Appendix C



### **3. The Observation Form of Experimental Group at MAS Dar-el Hikmah**

From the first observation, there was a good cooperation with the staffs, teachers, and students. They had good learning facilities in the classroom. From the second observation, the students were very enthusiastic to begin the study English. From the third observation, I saw students had good preparation to start the study, and they were honor persons. From the fourth observation, I saw they were very enjoyable in learning by using Group Discussion.

From the fifth observation, students focused in learning process. Automatically they had good result in the test. From the sixth observation students involved in teaching and learning process, and they were more active than before, and the English teacher was very communicative as a controller in the classroom. From the seventh observation, I saw they had good achievement than before based on their test result, and I gave the post-test. From the observations done above, it can be concluded that in classroom observation researcher, teachers, and students had did a good cooperation in teaching and learning process. It could be seen from the teachers as a controller in the classroom as long the researcher done the research. See Appendix C

From the data observation recapitulation, it can be concluded that the result of observation of group discussion in the classroom was indicated by the number of answers “Yes” 52 and “No” 12. The following of percentage of the result of the observation “Yes” =  $52: 60 \times 100\% = 86.66\%$  and the answer “No” =  $12: 60 \times 100\% = 20.00\%$ . See Appendix H

The table above also showed that there were some highest aspects implemented by the teacher. They were as follows:

- a. The teacher came into the class.
- b. The teacher began speaking in the target language.
- c. The teacher arranged the students into groups.
- d. The teacher asked students to do conversation/to talk each other about the topic in their group.

While, the table of indicators showed that there were implemented by the teacher as follows:

- 1) The teacher evaluated the students' speaking ability that consisted of grammar, fluency, pronunciation, and vocabulary.
- 2) The teacher asked the students to discuss the topic in group.
- 3) The teacher controlled the students when the discussion get start.

And the last, the table of indicators that there were the aspects that were not implemented by the teacher as follows:

- a. The teacher gave a comment to the students when they had succeeded to do their discussion.

#### 4. The Data Presentation of Observation Items

**TABLE IV. 1**

**THE TABLE OBSERVATION RECAPITULATION OF  
GROUP DISCUSSION STRATEGY IN THE CLASS**

NO	ITEM OBSERVATION	RESULT OF OBSERVATION	
		Yes	No
<b>1</b>	The teacher comes into the class	<b>8</b>	<b>-</b>
<b>2</b>	The teacher begins speaking in the target language	<b>8</b>	<b>-</b>
<b>3</b>	The teacher arranges the students into groups	<b>8</b>	<b>-</b>
<b>4</b>	The teacher asks the students to do conversation/ to talk each other about the topic	<b>5</b>	<b>3</b>
<b>5</b>	The teacher asks students to speak in front of the class about the topic with short talk, in group small discussion.	<b>8</b>	<b>-</b>
<b>6</b>	The teacher gives a comment to the students when they have succeeded to doing their performance about the topic in front of the class.	<b>4</b>	<b>4</b>
<b>7</b>	The teacher controls the students when the discusstion is countinue.	<b>5</b>	<b>3</b>
<b>8</b>	The teacher evaluates the students speaking ability that consisted of grammar, fluency, pronunciation, and vocabulary.	<b>6</b>	<b>2</b>
<b>Total</b>		<b>52</b>	<b>12</b>
<b>Percentage</b>		<b>86,66%</b>	<b>20%</b>

From the data Observation Recapitulation above, it can be concluded that the result of observation of group discussion in the classroom was indicated by the number of answers “Yes” 52 and “NO” 12. The following of percentage of the result of the observation “YES” =  $52:60 = 86.66\%$  and the answer “NO” =  $12:60 \times 100 = 20.00\%$

### **B. The Data from the Test**

In order to find whether or not there was a significant difference toward students’ speaking ability of the two classes, the writer calculated data taken from the scores of the students’ final test. The data were analyzed by using statistical analysis technique in order to identify the average score of both experimental and control class. The difference of means were analyzed by using Paired sample T-test in SPSS. Instead, this research used pre-test and post-test.

Where, the observe value was the mean of the differences. The expected value was  $\mu d = 0$ . The standard error of the difference was the standard deviation of the difference, divided by the square root of the sample size. Both populations must be normally or approximately normally distributed<sup>27</sup>.

This research was to obtain the effect of the implementation of group discussion toward speaking ability of the second year students’ at MAS Dar-el

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<sup>27</sup> G. Bluman, A. *Elementary Statistics*. (United States Library of Congress. 2004). P. 466.

Hikmah. The data of this research were the scores of students' post-test. The writer gave pre-test to all of the population to determine two classes as the samples. It was found out that class XI Agama A2 as the experimental group and XI Agama B1 as the control group.

The total of test for both classes was significantly different. The data of this research were gotten from the scores of the students' pre-test and post-test. The data were collected through the following procedures:

- a. The students (experiment class and control class) were asked to express their ideas in discussion about some topic for 5 minutes as the longest time.
- b. The teacher evaluated the test based on the discussion of the student about the topic.
- c. Students' speaking ability was recorded by using a recorder.
- d. Score of students' speaking ability was determined by the raters; the first rater was Mr. Yasir Amri, S. Pdi, M.Pd and the second rater was Mrs. Kurnia Budiyaniti, M.Pd. See appendix H, Each score was gotten from the score given by the first rater and the second rater. The total score was divided into two. For example: Student 1: the rater 1 gave score 56 and rater 2 gave 48. The total is  $104:2= 52$ . So the score of student 1 is 52.

There were two data of students' speaking ability served by the writer.

They were: the data of students' speaking ability taught by using group discussion

Strategy and the data of the students' speaking ability taught without using group discussion strategy and they are as follows:

**TABLE IV. 2**  
**THE SCORE OF THE STUDENTS' SPEAKING ABILITY OF THE**  
**SECOND YEAR AT MAS DAR-EL HIKMAH**

<b>No</b>	<b>Experimental group</b>		<b>No</b>	<b>Control group</b>	
	<b>Pre-test</b>	<b>Post-test</b>		<b>Pretest</b>	<b>Post-test</b>
<b>1</b>	52	64	<b>1</b>	42	52
<b>2</b>	50	60	<b>2</b>	48	48
<b>3</b>	52	60	<b>3</b>	50	58
<b>4</b>	50	52	<b>4</b>	44	50
<b>5</b>	42	68	<b>5</b>	48	44
<b>6</b>	46	68	<b>6</b>	42	40
<b>7</b>	42	56	<b>7</b>	44	46
<b>8</b>	46	68	<b>8</b>	42	48
<b>9</b>	52	60	<b>9</b>	48	48
<b>10</b>	46	68	<b>10</b>	42	42
<b>11</b>	46	68	<b>11</b>	44	46
<b>12</b>	44	60	<b>12</b>	46	44
<b>13</b>	50	68	<b>13</b>	50	58
<b>14</b>	40	52	<b>14</b>	40	50
<b>15</b>	48	64	<b>15</b>	46	50
<b>16</b>	42	68	<b>16</b>	46	48
<b>17</b>	44	60	<b>17</b>	42	42
<b>18</b>	54	70	<b>18</b>	46	48
<b>19</b>	44	64	<b>19</b>	46	44
<b>20</b>	44	70	<b>20</b>	48	52
<b>21</b>	48	56	<b>21</b>	42	48
<b>22</b>	42	64	<b>22</b>	45	48
<b>23</b>	40	64	<b>23</b>	40	46
<b>24</b>	42	56	<b>24</b>	42	48
<b>25</b>	46	64	<b>25</b>	44	50
<b>Total</b>	1152	1410	<b>Total</b>	946	1016

To gain the data from the test, there was a topic test given to four groups that consisted of 25 respondents in this research. From the test, it was obtained that the lower score was 42 and the higher score was 70. The mean was 62.2667. The data were obtained from the research by using SPSS. The following steps how to get the result data based on SPSS 15.0 for windows-statistical software are:

1. Open the students' test file.
2. From the menu of SPSS, click *Analyze* and then click sub menu *Descriptive Statistics*, and click *Frequencies*.
3. From the menu click your variables, and press the narrow button.
4. From the analysis setting, click *Statistics* that will show *frequencies: statistics*, it is consisted of four analysis group:
  - a. *Percentile Values*, click *Quartiles* and *Percentiles* (s).
  - b. *Central Tendency*, click Mean, Mode, and Sum.
  - c. *Dispersion*, click Std. deviation, Variance, Range, Minimum, Maximum, and S.E. mean.
  - d. *Distribution*, click Skew ness and Kurtosis, and then click continue.
5. From the *Charts* analysis setting, click *Histogram with normal curve*, and click continue.

6. From the *Format* analysis setting, at *Order by* menu click *Ascending Values*, at *Multiple Variables* click *Compare Variables*, and then click continue.

### C. The Data Analysis.

The result of the test from the experimental and control group can be seen in the following table:

**TABLE IV. 3**

#### Statistics

Mean		Expre	Expost	Ctrlpre	Ctrlpost
N	Valid Missing	25 0	25 0	25 0	25 0
Mean		46.08	62.88	44.68	47.92
Std. Error of Mean		.812	1.090	.585	.860
Median		46.00	64.00	44.00	48.00
Mode		42(a)	68	42	48
Std. Deviation		4.061	5.449	2.926	4.300
Variance		16.493	29.693	8.560	18.493
Skewness		.331	-.560	.213	.630
Std. Error of Skewness		.464	.464	.464	.464
Kurtosis		-.946	-.680	-.913	1.032
Std. Error of Kurtosis		.902	.902	.902	.902
Range		14	18	10	18
Minimum		40	52	40	40
Maximum		54	70	50	58
Sum		1152	1572	1117	1198
Percentiles	25	42.00	60.00	42.00	45.00
	50	46.00	64.00	44.00	48.00
	75	50.00	68.00	47.00	50.00



Based on the table above, we can see that mean score of experimental group after having treatment was (62.88), and standard deviation was (5.449) If we compare with before treatment mean score was (46.08), and standard deviation was (4.061). It means that the experimental class after was better than before. In control group after, had mean was (47.92), and standard deviation was (4.300). When we compare with control before, mean was (44.68), and standard deviation was (2.926). It means that the control after was better than before.

**TABLE. IV.4**  
**THE FREQUENCY DISTRIBUTION OF SPEAKING ABILITY TEST IN**  
**EXPERIMENTAL GROUP**  
**Expre/before**

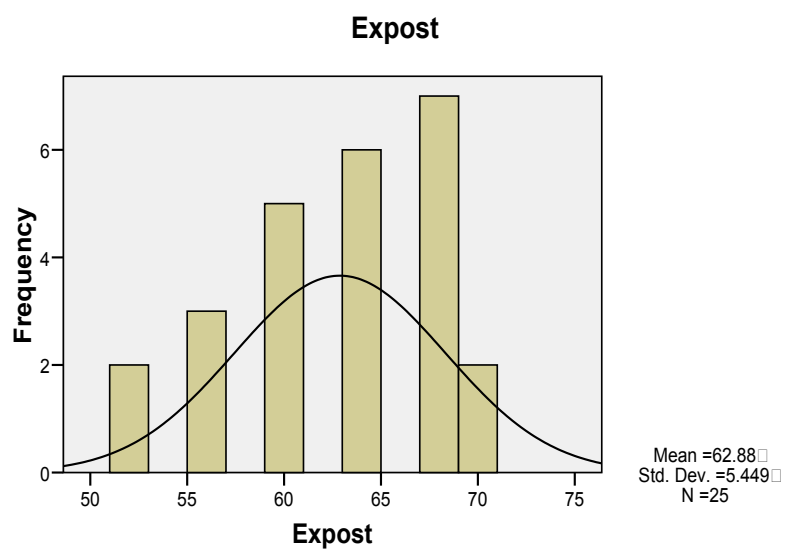
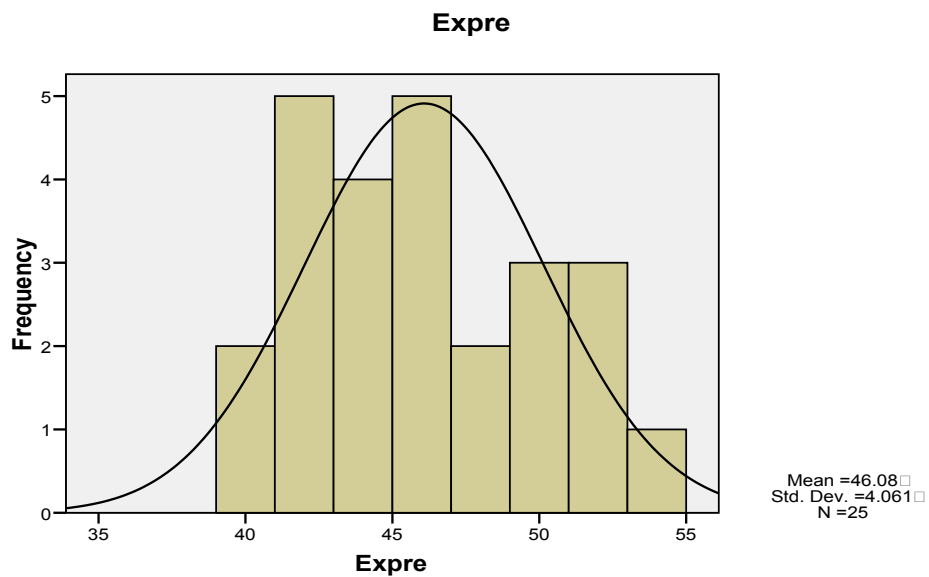
Interval	Frequency	Percent	Valid Percent	Comulative percent
Valid 40	2	8.0	8.0	8.0
42	5	20.0	20.0	28.0
44	4	16.0	16.0	44.0
46	5	20.0	20.0	64.0
48	2	8.0	8.0	72.0
50	3	12.0	12.0	84.0
52	3	12.0	12.0	96.0
54	1	4.0	4.0	100.0
Total	25	100.0	100.0	

From the table 1V.3, about the frequency distribution of experimental before showed the output from 25 respondents, the valid percent at interval 40 was 8.0%, at interval 42 was 20.0%, at interval 44 was 16.0%, at interval 46 was 20.0%, at interval 48 was 8.0%, at interval 50 was 12.0%, at interval 52 was 12.0%, and at interval 54 was 4.0%

**TABLE. 1V. 5**  
**THE FREQUENCY DISTRIBUTION OF SPEAKING ABILITY TEST IN**  
**EXPERIMENTAL GROUP**  
**Experiment Post**

<b>Interval</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Comulative Percent</b>
Valid 52	2	8.0	8.0	8.0
56	3	12.0	12.0	20.0
60	5	20.0	20.0	40.0
64	6	24.0	24.0	64.0
68	7	28.0	28.0	92.0
70	2	8.0	8.0	100.0
Total	25	100.0	100.0	

From the table 1V.4, about the frequency distribution of experimental after showed the output from 25 respondents, the valid percent at interval 52 was 8.0%, at interval 56 was 12.0%, at interval 60 was 20.0%, at interval 64 was 24.0%, at interval 68 was 28.0% and at interval 70 was 8.0%.



Based on histograms above, we can see that mean score of experimental group after having treatment was (62.88), and standard deviation

was (5.449). If we compare with before treatment the mean was(46.08), and standard deviation was (4.061). It means that the experimental after is better than before.

**TABLE IV.6**  
**THE FREQUENCY DISTRIBUTION OF SPEAKING ABILITY TEST IN**  
**CONTROL GROUP**

**Control/ Pre**

<b>Interval</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
40	2	8.0	8.0	8.0
42	7	28.0	28.0	36.0
44	4	16.0	16.0	52.0
45	1	4.0	4.0	56.0
46	5	20.0	20.0	76.0
48	4	16.0	16.0	92.0
50	2	8.0	8.0	100.0
Total	25	100.0	100.0	

From m the table 1V.5, about the frequency distribution of control before showed the output from 30 respondents, the valid percent at interval 40 was 8.0%, at interval 42 was 28.0%, at interval 44 was 16.0%, at interval 45 was 4.0%, at interval 46 was 20.0%, at interval 48 was 16.0%, at interval 50 was 8.0%.

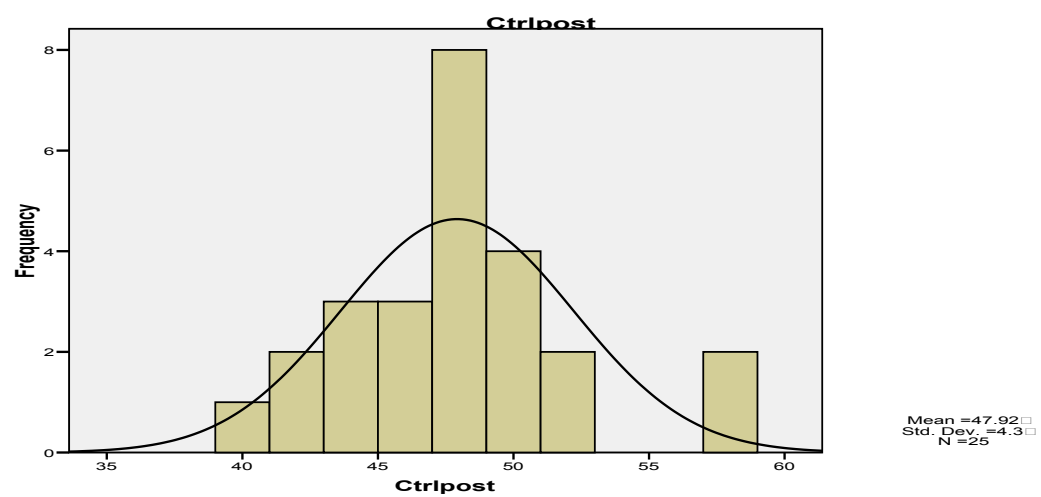
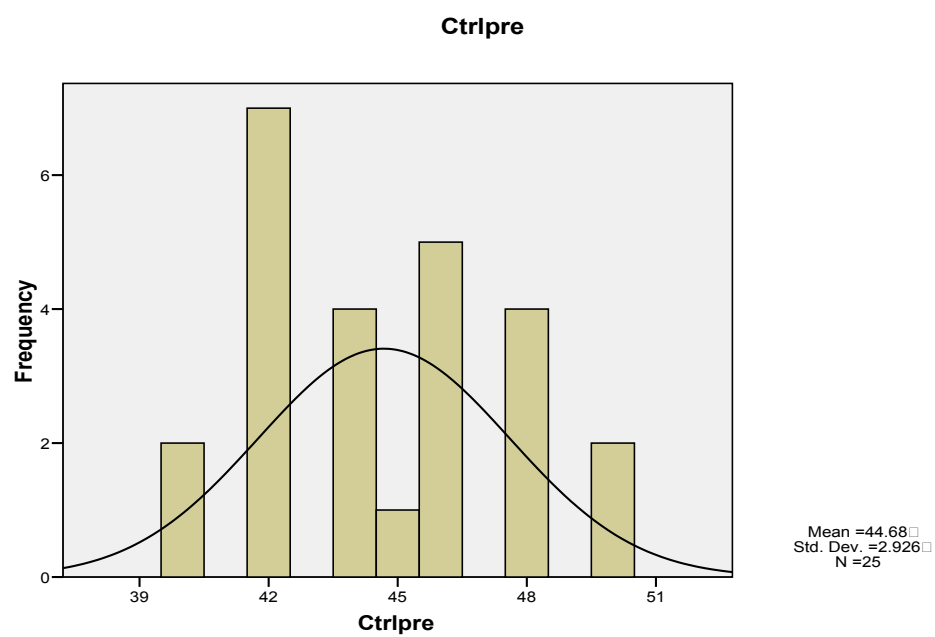
**TABLE IV.7**  
**THE FREQUENCY DISTRIBUTION OF SPEAKING ABILITY TEST IN**  
**CONTROL GROUP**

**Control Post/ after**

<b>Interval</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid 40	1	4.0	4.0	4.0
42	2	8.0	8.0	12.0
44	3	12.0	12.0	24.0
46	3	12.0	12.0	36.0
48	8	32.0	32.0	68.0
50	4	16.0	16.0	84.0
52	2	8.0	8.0	92.0
58	2	8.0	8.0	100.0
Total	25	100.0	100.0	

From the table 1V.6, about the frequency distribution of control after showed the output from 30 respondents, the valid percent at interval 40 was 4.0%, at interval 42 was 8.0%, at interval 44 was 12.0%, at interval 46 was 12.0% at interval 48 was 32.0%, at interval 50 was 16.0%. at interval 58 was 8.0%.

To know more about using group discussion strategy (experimental group) result given to the 25 respondents of the second year students at MAS Dar-el Hikmah, the writer described in the following histogram.



In control group after, had mean was (47.92), and standard deviation was (4.3). When we compare with control before, the mean was (44.68), and standard deviation was (2.926). It means that the control after is better than before.

### **Validity of the Test**

Every test, either it is a short, informal classroom test or a public examination should be valid as the test constructor can make it. The test must aim to provide a true measure of the particular skill which is intended to measure.

Heaton said, "The validity of the test is the extent to which it measures what it is supposed to measure and nothing else<sup>28</sup>." There are three kinds of validity that consist of content validity, construct validity, and empirical validity. Knowing that the validity can be achieved unity (1.0), it then becomes theoretical upper limit of the validity coefficient then it is (1.0). It means that the test is valid.

Grant Henning said that validity in general refers to the appropriateness of a given test or any of its component parts as a measure of what it is supposed to measure<sup>29</sup>. A test is said to be valid to the extent that it measures what it is supposed to measure. Any given test then may be valid for some purposes, but not

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<sup>28</sup> JB. Heaton, Op. cit. p. 159

<sup>29</sup> Grant Henning, G. *Language Testing*. (Los Angeles. 1987), p. 89.

for others. The matter of concern in testing is to ensure that any test employed is valid for the purpose for which it is administered. For most empirical kinds of validity, reliability is necessary but not sufficient condition for validity to be present. Stated in another way, it is possible for a test to be reliable without being valid for a specified purpose, it is impossible for a test to be valid without first being reliable.

### **Reliability**

A test must first be reliable, as a measuring instrument. Reliability is a necessary characteristic of any good test<sup>30</sup>. Heaton explains that reliability is primary importance in the use of both public achievement and proficiency test and classroom test.

There are some factors affecting the reliability of a test, they are:

1. The extent of the sample of material selected for testing.
2. The administration of the test, clearly this is an important factor in deciding reliability.

Grant Henning said that reliability is thus a measure of accuracy, consistency, dependability, or fairness of scores resulting from administration of a particular examination<sup>31</sup>. If reliability is associated with accuracy of measurement,

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<sup>30</sup> Heaton. Op.Cit. p. 162.

<sup>31</sup> Grant henning. Op. Cit, p. 74.



it follows that reliability will increase as error of measurement made to diminish. We actually quantify reliability so that we can be aware of the amount of error present in our measurement and the degree of possible confidence in scores obtained from the test.

To know the reliability of the test, we must know: (a) the mean score, (b) the standard deviation of the test, and (c) Cronbach's Alpha. The following are the steps how to get the result data based on SPSS 16.0 for windows-statistical software are

1. Open the students test file.
2. From the menu of SPSS, click *Analyze* and then click sub menu *Scale*.
3. From the menu click your variables, and press the narrow button.
4. From *statistics*, click item and scale, at inter-item; click correlation, at summaries; click means and correlation, and then click *ok* to end this process and you will see the output data of SPSS automatically.

**TABLE IV.8**

**Case Processing Summary**

	N	%
<b>Cases Valid</b>	<b>25</b>	<b>100.0</b>
<b>Excluded (a)</b>	<b>0</b>	<b>0.0</b>
<b>Total</b>	<b>25</b>	<b>100.0</b>

### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.154	0.160	2

- a. The value is negative due to a negative average covariance among items.

This violates reliability model assumptions. You may want to check item codings

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
108.96	50.040	7.074	2

- b. The Reliability of Test

Number items	2
Mean	108.96
Standard deviation	7.074
Cronbach's Alpa	.154

The score obtained was compared to  $r$  table of product moment that the degree of freedom was 50 " $r$ " product moment at level 5% was 0.237 and 1% was 0.354. The score obtained of Cronbach's Alpa was 0.154 higher than  $r$  table whether 5% and 1% ( $0.237 < 1.690 > 0.354$ ). It means that the test was reliable.

### **Paired Sample t-test**

When the samples were dependent, a special t test for dependent mean was used. This test employed the difference in values of the matched pairs. The hypothesis is:

$$\begin{array}{l} \text{Two-tailed...left-tailed..right-tailed} \\ H_0 : \mu_D = 0, H_0 : \mu_D \geq 0, H_0 : \mu_D \leq 0 \\ H_1 : \mu_D \neq 0, H_1 : \mu_D < 0, H_1 : \mu_D > 0 \end{array}$$

Where  $\mu_D$  is the symbol for the expected mean of the difference of the matched pairs, where the observed value is the mean of the differences, the expected value  $\mu_D$  is zero if the hypothesis is  $\mu_D = 0$ . the standard error of the difference is the standard deviation of the difference, divided by the square root of the sample size. Both populations must be normally or approximately normally distributed. The following steps are how to get the result data based on SPSS 16.0 for windows-statistical software are:

Open the students test file.

1. From the menu of SPSS, click *Analyze* and then click sub menu *Compare Means*, and click *Paired-Samples T Test*.
2. From the menu click your variables, and press the narrow button, and then click *ok* and then click *ok* to end this process and you will see the output data of SPSS automatically.

**TABLE IV.8**

**THE DATA FROM PAIRED SAMPLE T TEST**

**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
<b>Pair 1 Expre</b>	46.08	25	4.061	.812
<b>Expost</b>	62.88	25	5.449	1.090

**Paired Samples Correlations**

	N	Correlation	Sig.
<b>Pair 1 Expre &amp; Expost</b>	25	.087	.679

### Analysis out put SPSS 15.0

#### Paired Samples Test

		Paired Differences				T	Df	g(2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Expre – expost	16.800	6.506	1.301	-19.486	-14.114	-12.910	24	.000

1. *Out put Paired Samples Statistics* showed mean before was 46.08, and after was 62.88, while N of two samples were 25. The Standard of Deviation before are showed 4.061 and after are showed 5.449. The Mean standard error before were showed .812, and after are showed 1.090.
2. *Out put Paired Samples Correlation* showed correlation between before and after, where correlation obtained was 0.842 and samples significant were 0.038.

The probability assumption were:

- a. If the probability  $> 0.05$  the null hypothesis can be accepted.
- b. If the probability  $< 0.05$  the null hypothesis cannot be accepted.

So, because samples significant 0.03 smaller than 0.05. Its mean the null hypothesis cannot be accepted.

3. *Output Paired Sample T Test* showed analysis result by using t test. Where t test was compared between  $t_0$  (t observation) and  $t_t$  (t table). The score obtained of  $t_0$  was 12.910 higher then t table whether 5% and 1% ( $2.06 < 12.910 > 2.79$ ). It meant that the null hypothesis could not be accepted. The probability assumption are:

- a. If the probability  $> 0.05$  the null hypothesis could be accepted.
- b. If the probability  $< 0.05$  the null hypothesis could not be accepted.

Based on the result of Paired Sample t-test by using SPSS above, the t test sign was.  $< \alpha (0.00 < 0.05)$   $H_0$  could not be accepted and  $H_a$  could be accepted<sup>32</sup>. Based on the data above, teaching speaking by using group discussion strategy was significant toward students' speaking ability.

After calculating the degree of freedom above, we know that the degree of freedom was 25. The t-table at 5% grade of significance was 2.06; while in the level of significance 1% are 2.79. So the writer concluded that  $t_0$  was higher than t-table 5% and 1%. It can be read that  $2.06 < 12.910 > 2.79$ .

The score above showed that the alternative hypothesis could be accepted and it meant that there was significant effect of Group discussion strategy toward speaking ability of the second year of MAS Dar-el Hikmah.

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<sup>32</sup> Hartono, *Analisis Data Statistika dan Penelitian (SPSS 16.0)*. (Yogyakarta.2008).p. 151 et seqq

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Speaking is one of the language skills that should be mastered by the students in English language learning. Speaking English becomes very important in using English for communication. Someone is considering competent in language if he or she is clever to scrutinize, read, and write in and by using language. Speaking is one of the important and essential skills that people must practice.

Considering the explanations above, English teachers have responsibility as they are demanded to have teaching method in order to solve the problem faced by the students in learning English, like; low vocabulary, feeling shy to speak English, being unconfident, being afraid of making mistakes, etc. There are various methods in teaching speaking that gives different ways in learning English, for example, using group discussion in teaching speaking. The advantages of using group discussion strategy are as follows:

- 1) It is active learning.
- 2) Hidden practice (the students practice the language unconsciously).
- 3) It helps the suppressed and illiterate to express their idea.
- 4) It is simple and low cost.
- 5) It focuses on problems which are very real in nature.

- 6) Student interest in the topic is raised.
- 7) Students are not passive recipients of the instructor's knowledge.
- 8) Group discussion strategy involves the big sample, so suitable with the big class that has the big sample.

In this research, there were two formulations of the problem; the first formulation was to find out how was the effect of the implementation of group discussion strategy toward speaking ability at the second year of MAS Dar-El Hikmah ?. After conducting the research, the experimental students' speaking ability by using Group discussion strategy in teaching at the second year of MAS Dar-el hikmah, pekanbaru was categorized high (62.88%), It can be analyzed that  $t_o$  was higher than  $t$  table in either at 5% or 1% grade of significance. It could be read that  $(2.06 < 12.910 > 2.79)$ . It meant that there was a significant effect of using group discussion to toward students' speaking ability at the second year MAS Dar-el hikmah pekanbaru.

The second formulation was to find out factors influences students' speaking ability at MAS Dar-el hikmah. There were some factors that influence students speaking ability such as students seldom spoke English either in or out of the classroom and the students seldom practiced English if they met their friends it can see from the data 32. 6%. These dominant factors can obstruct speaking ability.



## **B. The Suggestion**

### **1. Suggestion for the Teacher**

- a) The teacher should be creative in selecting the technique that can be used in teaching speaking in order to get better result of students' speaking ability.
- b) The teacher should have the ability to guide the students; in order that the students have big motivations in learning English, specially speaking ability.
- c) The teacher should give the students opportunities to share or express their opinions in front of their friends.
- d) The teacher can use group discussion strategy toward students speaking ability.

### **2. Suggestion for the Students**

- a) The students should pay more attention to the lesson explained by the teacher
- b) The students do not be afraid of making mistakes when they want to speak, just show up the ability in speaking English.
- c) The students should practice their speaking in order to get a better achievement in English lesson.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. The Speaking Ability**

The mastery of the art of speaking is an important aspect in learning a foreign language. The students' success is as measure in terms of the ability to carry out a conversation in the language. Speaking is one of the English skills. It is an important thing if someone would like to master the language. It is one of the skills besides listening, reading, and writing. Littlewood said that, speaking can perform to develop communicative ability:

1. It opens up a rich stimulus for communicative interaction, namely the varied experiences, interests, and opinions of the learners.
2. It thus provides a context for a wide range of communicative function and domain of meaning learners that must practice the skills required for managing longer session of social interactions such as introducing a new topic, turn-taking or sustaining the conversation through difficult process.
3. It provides learners with opportunities to express their own personality and experience in using the language as means of handling their own social relationship<sup>1</sup>

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<sup>1</sup> William Littlewood, William. (1981). *Communicative Language Teaching an Introduction*. Cambridge: Cambridge university press, New York. P.47

In the implementation of role play strategy, the students are optimally expected to be able to improve their ability in speaking. They, of course need the importance of supporting guidance, concerning to the improvement of their speaking ability.

#### **a. The components of speaking**

Kalayo stated that speaking involves three areas of knowledge:

##### **1) Mechanics**

In this case, mechanics are divided into three categories: pronunciation, grammar, and vocabulary. The speaker should use the right words in the right order with the right pronunciation.

##### **2) Functions**

Function involves of transaction and interaction in speaking. The speaker should know when the clarity of message is important and when it is not needed.

##### **3) Social and cultural rules and norms**

Knowing about who is speaking to whom, in what environment or circumstances, about what the people speak, and for what reason.<sup>2</sup>

Dealing with the statement above, there are some components of speaking according to Haris (as quated by Zumri) that should be known:

1. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pause, false starts, word searches, etc. Adopted to the position taken by Hammerly. “Although the

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<sup>2</sup> Kalayo hasibuan, Op Cit. p.101.

word ‘fluency’ has long been used in everyday speech to mean speaking rapidly and well, in our field it has largely come to mean speaking rapidly and smoothly but not necessarily grammatically”. In Longman Dictionary, fluency is the feature that gives speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking and use of interjections and interruptions<sup>3</sup>.

2. Grammar or structure is important in speaking. Communication in speaking will be understood by the listener if the speaker conveys about they said in order to make the listeners understand about the meaning from the speaker. As stated by Zumri who states that grammar must be used and taught particularly at school since it has three major objectives, such as:
  - a. Making the students understand the grammar
  - b. Getting the students to comprehend and to provide the answers of any grammatical problems in learning English
  - c. Having the students practice the grammar and their daily life<sup>4</sup>
- 3 Vocabulary means the students need to have plenty of vocabularies, since repeating words happen because the learner does not know substitution words. Vocabulary is a normal study in dialogue or conversation.

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<sup>3</sup> Jack Richard, C. et.al. (1992.) Longman *Dictionary of Language Teaching and Applied Linguistic*. Longman: Malaysia: Longman Group UK limited. P.141

<sup>4</sup> Zumri, “*The Contribution of Problem Solving Activity Applied by Students Toward Their Speaking Ability*” (of the Second Semester Students of English Education Department of Education and Teachers Training Faculty Uin Suska Riau. 2006), p. 17

- 4 Correctly of pronunciation and intonation in conversing to be meant so that the listeners are easier to hear and understand where of imprinted by the speakers. The important part of learning the spoken language is in the learning and teaching pronunciation in speaking. All words are mad up of sounds and speakers of language need to know these sounds. Therefore, they will understand what is said to them and be understood in their turn.
5. Comprehension means since speaking is an activity of producing word only, in which there is a process of exchanging ideas between a speaker and listener. It is important to have comprehension as the next components of speaking.

**b. The purpose of speaking**

It is beneficial to understand that purpose of speaking it self. The purposes are stated as follows:

1. To expect students to have a language function skill to make themselves understand.
2. To enable students to convey meaning.
3. To make the students able to express themselves orally.
4. To motivate students in order to be able to communicate orally with native speakers.
5. To motivate students in order to use English properly.

### **c. The Testing of Speaking**

To know the success of the students' speaking ability, there are two kinds of assessments to measure it, as explained by Ellis, G Sinclair. B (as equated by sanusi you can assess your speaking, firstly, you are going to focus on accuracy and your fluency or both.<sup>5</sup>

Focusing on accuracy:

- a. Vocabulary
- b. Grammar
- c. Style
- d. Pronunciation of sound
- e. Stress
- f. Intonation

Focusing on fluency:

In this case, it is not concern with assessing the correctness of specific points, but with the general effect of spoken English.

- a. Meaning
- b. Spontaneity

According to Harris in Zumri to measure the components of speaking theoretically, there are typical scales that each component has a set of qualities

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<sup>5</sup> Sanusi, "*The Effectiveness Of Using Improvisation Technique In Improving The First Year Students' Speaking Ability*" ( at Department of English Education Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau, Pekanbaru, 2008). P. 16.

(level) to be rated and a series of possible rating<sup>6</sup>. Here is a sequence of the speaking rates:

## 1. Pronunciation

**TABLE II.1**

### **Pronunciation**

<b>Score</b>	<b>Requirement</b>
5	Have views traces of foreign language
4	Always intelligible, through one is conscious of definite
3	Accent problems necessitate concentrated listening and occasionally lead to misunderstanding
2	Very hard to understand because of pronunciation problem, Must frequently be asked to repeat
1	Pronunciation problems so several as to make speech virtually unintelligible

## 2. Grammar

**TABLE II.2**

### **Grammar**

<b>Score</b>	<b>Requirement</b>
5	Make s few (if any) noticeable errors of grammar or word order
4	Occasionally makes grammatical and/ or word-order, which occasionally obscure meaning.
3	Makes frequently errors of grammar and word-order, which occasionally obscure meaning.
2	Grammar and word order errors make comprehension difficult. Must often rephrase sentence and/or restrict him to basic pattern.
1	Error in grammar and word-order so serve as to make speech virtually unintelligible.

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<sup>6</sup> Ibid, p. 17

### 3. Fluency

**TABLE 11.3**

#### **Fluency**

<b>Score</b>	<b>Requirement</b>
5	Speech as fluency and effortless as that native speaker.
4	Speed of speech seems to be slightly affected by language problem
3	Speed and fluency as rather strongly affected by language problem
2	Usually hesitant often into silence by language limitation
1	Speech is also halting and fragmentary as to make conversation virtually impossible.

### 4. Vocabulary

**TABLE 11.4**

#### **Vocabulary**

<b>Score</b>	<b>Requirement</b>
5	Use of vocabulary and idiom virtually that of a native speaker
4	Sometimes uses inappropriate term and/or must rephrase ideas because of lexical inadequacies.
3	Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary
2	Misuse use of word and very limited vocabulary make comprehension quite difficult
1	Vocabulary limitations as extreme as to make conversation virtually impossible



## 5.Comprehension

**TABLE II.5**

### **Comprehension**

<b>Score</b>	<b>Requirement</b>
5	Appear to understand every without difficult
4	Understanding nearly everything at normal speed although occasionally repetition may be necessary
3	Understanding most of what said at slower than normal speech with repetitions.
2	Has great difficulty following what said. Can comprehend only social conversation, spoken slowly and with frequent repetition
1	Can not be said to be understood even simple conversation English

**TABLE.II.6**

### **Category and Score of Speaking**

<b>Category</b>	<b>Score</b>
5	17-20
4	13-16
3	9-12
2	5-8
1	1-4

To collect the data, the writer used group discussion. The speaking results were evaluated by concerning five components and each component has a score or level. Each component has 20, the highest score and the total of all the components are 100. The specification of the test can be seen in the table below:

**TABLE II.7**

**THE SPECIFICATION OF THE TEST**

<b>No</b>	<b>Speaking components</b>	<b>The score</b>
1	Pronunciation	20
2	Grammatical	20
3	Vocabulary	20
4	Fluency	20
5	Comprehension	20
Total		100

**B. The Theory of Group discussion Strategy**

Speaking is an interaction connecting one to another. It absolutely indicates that there is an implication of two or more people in this term. The presence of those has resulted communicative acts called verbal interaction or utterance. The variety of people as well as their participation in verbal interaction will of course generate colored inputs of experiences and ability possessed by them.

As hasibuan and ansyari (2007:110) said that communicative output activities allow students to practice using all of the language they know in situation that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task The most common types of communicative output activity are role plays and discussions.

F.M. Juel, C and Graves, B.B state that to become proficient in discussion, a student need explicit instruction, modelling, and many opportunities for practice.

Student also needs feedback from teacher and their peers on what has been learned in discussion and on the process of the discussion itself.<sup>7</sup>

Hasibuan and Ansyari (2007:112), small group discussion will succeed when the teacher prepares students first, and gets out of the way. There are some steps to succeed with the discussion:

- Prepare the students: give them input (both topical information and language forms) so that they will have something to say and the language with which to say it.
- Offer choices: let the students suggest the topic for discussion or choose from several options. Discussion does not always have to be about serious issues. Students are likely to be, more motivated to participate if the topic is television program, plans for a vacation, or news about mutual friends. Weighty topics like how to combat pollution are not as an engaging and place heavy demands on students' linguistic competence.
- Set a goal or outcome: this can be a group product, such as a letter to the editor, or individual report, on the views of others in the group.

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<sup>7</sup> Karim, Abdul. 2008. *The Students' Participations in Discussion Class and Their Speaking Achievement of English Education Department of UIN Suska Riau*. Unpublished Degree Thesis. Pekanbaru: UIN Suska.

- Keep it short: give students a defined period of time, not more than 8-10 minutes, for discussion. Allow them to stop sooner if they run out of thing to say.
- Allow the students to participate in their own way: not every student will feel comfortable talking about every topic. Do not expect all of them to contribute equally to the conversation.
- Do topical follow-up: have students report to the class on the result of their discussion.
- Do linguistic follow-up: after the discussion is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.<sup>8</sup>

#### **a. How to Teach by Discussion Strategy**

There are some planning in preparation to teach group discussion strategy to the students. The following describes a planning of group discussion strategy:

##### **1. Identify the objective of each discussion**

For examples, if you want to help your student

- to focus on the subject matters, or
- to relate the discussions with the course

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<sup>8</sup> Op. Cit. p. 112

## **2. Select appropriate forms of class discussion**

For examples:

- Student presentation followed by group discussion;
- Briefing from TA followed by group discussion;
- Assign readings to students followed by summary presentation and class discussion;
- Buzz group discussion, i.e., the whole class is divided into small groups of 3 or 4 persons who discuss a topic for a short time. Then each sub-group reports the results to the whole class;
- Debate.

## **3. Set the room for discussion**

Different room-setting may affect the participating atmosphere:

- Sitting in a circle allows everyone can see and communicate with each other;
- You may sit outside the circle to observe and control;
- In large class students may form different small groups with their own circle.

#### **4. Create a climate to facilitate discussion**

- State the rules of discussion, e.g., how to take turns, how to interrupt;
- Preview topics and introduce key terms;
- State your expectation & goal of discussion;
- Provide sufficient time for discussion.

#### **5. Stimulate participation**

- Raise questions for stimulation;
- Call on students who might provide interesting viewpoints;
- Call on students to paraphrase or summarize the issue just discussed;
- Prepare questions, give students a few minutes to write down their answers, and present them to the whole class.

#### **6. Guide the discussion**

- Summarize the issues just discussed and list out the key points, clarify students' ideas and ask for comments;
- Comment positively about a student's contribution to reinforce the idea;
- Assign a small specific task to a quiet student to encourage participation;
- Avoid any student monopolizing the discussion;

- Prevent the discussion from deteriorating into a heated argument.<sup>9</sup>

#### **b. The Factor Influencing Speaking Ability**

Some factors influence speaking ability. One of them is lacking of practice. This is a dominant factor that obstructs speaking ability. If the students are lack of practice on their speaking, they will not be able to speak English well although they have a good technique and good teacher, furthermore, lack of self – confidence can also obstruct speaking ability.

The influential factors of students' speaking ability may not be separated with the influential factors of learning, Slameto said that the factor in students learning are as follow:

##### **1. Internal Factor**

These factors are from the students themselves, in which it consists of health, psychological aspect such as intelligence, attention, inters aptitude, motive, and readiness.

##### **2. External Factor**

The first factor is from family such as; atmosphere of house, parents understanding. And the second factor is school, such as: the strategy of learning, curriculum, relation between a student and teacher, school

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<sup>9</sup> Kelly, M. & Stafford, K., *Managing Small Group Discussion*, Professional Development Unit, City University of Hong Kong, 1993, pp.8-11. <http://www.ust.hk/celt/ta/taguide/skills/leading.htm>

discipline, media and equipment. The last factor is society, such as: friends, mass media, and the student's activity in society<sup>10</sup>

The indicators to be operated that describe in operational concept. Are as follow (variable X):

1. Express the idea.
2. Using appropriate vocabulary.
3. Grammatically correct.
4. Correct pronunciation.
5. Using the correct pronunciation.

(Variable Y):

1. The students ask the English teacher if they do not understand.
2. The students use English with their friends in the classroom.
3. The students learn speaking seriously.
4. The students are active in learning English.
5. The students pay much attention to the teacher.

### **c. The Procedure of Using Group discussion Strategy Both of Two Classes**

To carry out of learning speaking by using group discussion strategy and without using group discussion strategy, the procedures are as follows:

1. Procedure for experiment class and control class on pre-test.
  - a. The teacher comes into the class and immediately begins speaking about the lesson in the class.

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<sup>10</sup> Slameto, *Belajar Dan Factor-Faktor Yang Mempengaruhinya*, ( Jakarta. 2010), p.54.



- b. The teacher gives pre-test to the students that provide to access the respondents' ability of speaking subject.
- c. The teacher writes and gives the form to give the students' scores of pre- test.
- d. The teacher prepares the material to the students
- e. The teacher gives the time to discuss in groups
- f. The students do their speaking test
- g. The English teacher gives item score based on their discussion about five components of speaking. They are pronunciation, fluency, vocabulary, grammar, and comprehension.
- h. The English teacher gives the judgments of students' discussion or responds about their speaking.

2 Treatment procedure for experimental class implemented by the English teacher:

- a. Treatment 1: The teacher gives a material about the foundation of group discussion strategy to the students. After the explanation, then the students discuss the material about the material that they do not understand.
- b. Treatment 2: This treatment is continued from the treatment 1 that the teacher gives the material about the indicators of group discussion strategy.

- c. Treatment 3: The teacher gives a situation to the students that consists of four groups. Every group chooses one topic to discuss in their group. the teacher gives some clues of the topic that they use in doing group discussion strategy, then the student in group is doing the activity, after doing the performance, the teacher discusses about their discussion.
- d. Treatment 4: the teacher gives the student the topic about the picture that they should discuss in their groups. The teacher also gives some clues of the topic that they use in doing group discussion . After doing the discussion, the teacher discusses their discussion.
- e. Treatment 5: the teacher gives the students the free topic to be discussed. After their discuss, the teacher discusses their discussion.
- f. Treatment 6: In this treatment, the teacher gives them one topic to each group that they discuss in their group, then they discuss the topic. After their discussion, the teacher discusses their discussion.
- g. Treatment 7: In this treatment, the teacher gives them one topic to each group than they discuss the topic in their group, After their discussion, the teacher discusses their discussion process.
- h. Treatment 8: the teacher gives them an evaluation of their discussion during the first discussion into the last. Then, the teacher and students discuss about the material that they do not understand yet until they are able to master it.

3. Post-test procedures for experiment and control classes:

- a. The writer and the teacher come into the class and immediately begin speaking about the material
- b. The teacher gives the post test to the students that provide to access the respondents' ability of speaking subject.
- c. The teacher also gives the form to the English teacher and gives the students' post test scores.
- d. The teacher prepares the material to the students about the situation.
- e. The teacher gives the time to discuss in their group.
- f. The students do their speaking
- g. The English teacher gives them score based on their discussion process, about five components of speaking that are pronunciation, fluency, vocabulary, grammar, and comprehension
- h. The English teacher gives the judgments of their discussion or response about their speaking.

**C. Relevant Research**

As a matter of fact, there were some preliminary researchers dealing with analysis of the students' ability in speaking:

The first is Abdul Karim(2008), carried out a research entitle “ The Students' Participations in Discussion Class and Their Speaking Achievement of English

Education Department of UIN Suska Riau”. The sample of the research was 134 students. The techniques used were the observation, questionnaire, and documentation

The second title is “the effectiveness of using picture to encourage the students’ interaction in speaking at the second year of MTS Lipat Kain Kampar Kiri that was written by Abd. Musnil Amin <sup>11</sup>. Based on his research that the effectiveness of using pictures to encourage the students’ interaction in speaking was classified into less classification. This can be seen from the percentage obtained that was 54, 37%.

#### **D. Operational Concept**

There were two variables investigated in this research, they were variable X called independent and variable Y called a dependent variable. The independent variable was group discussion method and dependent variable is students’ speaking ability.

1. Variable X ( teaching procedure in using group discussion method)
  - a. The Teacher prepares the students before discussion begins.
  - b. The Teacher offers choices and let the students suggest the topic for discussion or choose from several options.
  - c. The Teacher sets a goal or outcome.
  - d. The Teacher gives the students a defined period time.
  - e. The Teacher allows the students to participate in their own way.

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<sup>11</sup> Abd. Musnil Amin ,”*The Effectiveness of Using Picture to Encourage the Students’ Interaction in Speaking*” ( at the second year of MTS Lipat Kain Kampar Kiri, pekanbaru, 2006)

- f. The Teacher follows-up the topic, let the students report to the class on the result of their discussion.
  - g. The Teacher follow-up the linguistic, give feedbacks on grammar or pronunciation problems.
2. Variable Y ( students' speaking skill)
- a. The students articulate English with correct pronunciation
  - b. The students use appropriate vocabularies.
  - c. The students can use rules and certain principle in sentences in proper manner.
  - d. The students can express their ideas with fluency and effortless as a native speaker.
  - e. The students can express their ideas by allowing the air stream of speech to follow then some of this speech spill over beyond comprehensibility.

## **E. The Assumption and Hypothesis**

### **1. The Assumptions**

Before starting hypothesis as a temporary answer of the problem discussed, the writer would like to present some assumptions in reference to the research problem:

- 1) The second year students of MAS Dar-el Hikmah have different ability in speaking.

- 2) The activities in Group discussion strategy can improve students' ability in speaking.
- 3) The students are able to speak English with a good pronunciation, appropriate vocabularies, grammatical correct, a good comprehension, and speak fluently.
- 4) The students are interested in speaking English.

**2. Hypotheses of this Research are:**

- a. (Ho) There is no significant effect of the implementation of group discussion strategy toward the second year students' speaking ability.
- b. (Ha) There is a significant effect of the use of group discussion strategy toward the second year students' speaking ability.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

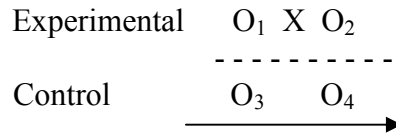
#### **A. The Research Design**

The kind of this research was a quasi-experimental research non-equivalent control group design. There were two variables in this research, there were group discussion strategy as independent variable symbolized by X and students' speaking ability as dependent variable symbolized by Y.

In this research, the writer used two classes as samples that one was called as experimental class administered by using group discussion strategy and another was the control class that was administered without using group discussion strategy. However, the material gives and purposes of the research to each class were the same.

There were two kinds of tests used in this research they were; pre-test and post-test. Pre-test was given before the treatment that aimed at finding out the homogeneity of the two classes, after the pre-test was give to all of the samples. English teacher taught the experiment class by using group discussion strategy, while the control class was taught without using group discussion strategy. In the process of teaching and learning by using that treatment, the researcher also observed the experiment class in order find the data about students' group discussion action. After eight meetings, both control and experiment classes were given the post-test in order to find out the effect of the implementation of group discussion toward students' speaking ability.

According to Cohen the type of this research can be design as follows:



O<sub>1</sub> : Pre test of experimental group

O<sub>3</sub> : Pre test of control group

X : Receive the treatment using group dscussion strategy.

O<sub>2</sub> : Post test of experimental group

O<sub>4</sub> : Post test of control group

-----: no randomization<sup>1</sup>

## **B. Location and Time of the Research**

The research was conducted at the second year of MAS Dar-el Hikmah Pekanbaru. This research was conducted in the first semester started from August until October 2011 in academic year 2010/2011.

## **C. The Subject and the Object of the Research**

The subject or the sources of this research were the second year students of senior high school Dar-el hikmah pekanbaru.

The object of this research was the effect of the implentation of group discussion strategy toward the students' speaking ability. The aspects investigated were as follows:

1. The aspect of speaking-vocabulary, pronunciation & accuracy, grammar fluency and comprehension.

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<sup>1</sup> Cohen L et al. *Research Method in Education Sixth Edition*. Routledge. (London and New York. 2007). p.283



2. The students speaking ability by using group discussion strategy.

#### **D. The Population and the Sample of the Study**

The population of this research was the second year students of MAS Dar-el hikmah pekanbaru in academic year 2010/2011. The researcher choose them as the sample of this research based on the following considerations:

- a. The second year students of MAS Dar-el hikmah have learned English lesson especially speaking
- b. The second year students of MAS Dar-el hikmah used School Based Curriculum (KTSP), so most of their tasks were emphasized in increasing oral communication.

The population of this research was 144 students which consisted of 6 classes at the second year of MAS Dar-el hikmah, because of the large population, it was necessary to take samples for this research. The writer took two classes for samples. For this purpose, the writer used cluster sampling and finally took 25 students XI Agama A1 become a sample of the group discussion strategy and 25 students for XI Agama B2 become a sample of the control class. So the total sample of this research was 50 respondents of 144 students.

#### **E. The Instrument of the Data Collection**

To obtain data from the samples of this research, the writer used the following techniques:

1. Classroom Observation

Commonly, classroom observation is the way to organize and control the students' behavior, movement, and interaction done by the teacher during teaching and learning process. Pertaining the statement above Richard, C. J states that classroom observation includes procedures for grouping students for different types of classroom activities<sup>2</sup>. The writer directly observed the process of teaching and learning in the classroom.

## 2. Test

The test was used for measuring the students' speaking ability of the implementation of group discussion strategy. The test was divided into two ways: pre-test and post-test in which the pre-test was given before treatment and pos-test was given after doing treatment. In collecting the data, the researcher used a tape recorder to record the students' voice. According to Harris in speaking test should consist of five components to be rated, namely; grammar, Vocabulary, fluency, and comprehension.<sup>3</sup>

## 3. Questionnaire

Questionnaire was used to find out the factor that influence students' speaking ability. Here writer took 50 students of class XI (experiment and control class) in collecting the questionnaire data, the writer asked some questions to the students by using a paper.

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<sup>2</sup> Richard, C. J, Op. Cit. p. 52.

<sup>3</sup> zumri, Op.cit. p.17.

## F. The Technique of the Data Analysis

To analyze the data, the writer established some categories to classify the result of the test as the main instruments of this research, adopted from Hartono, the score range is as follows<sup>4</sup>:

$$t_0 = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

$t_0$  : The value of T-obtained

$M_x$  : Mean score of experimental sample

$M_y$  : Mean score of control class

$SD_x$  : Standard deviation of control class

$SD_y$  : Standard deviation of control class

$N$  : Number of students

The T-table was employed to see whether there was a significant difference between mean score in both experimental and control groups. The obtained value was consulted with the value of T- table at the freedom  $(df) = (N1 + N2) - 2$

Where:

Df = The degree of freedom

N1= The number of students in experiment class

N2= The number of students in control class

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<sup>4</sup> Hartono. *Statistkc untuk Penelitian*. (Pekanbaru. 2004), p. 191.

Statistically hypothesis:

$H_0 = t_o < t_{table}$

$H_a = t_o > t_{table}$

Criteria of hypothesis:

1.  $H_0$  is accepted if  $t_o < t_{table}$  it can be said that there is no significant effect of implementing group discussion toward students' speaking ability.
2.  $H_a$  is accepted if  $t_o > t_{table}$  or it can be said that there is a significant effect of implementing group discussion toward students' speaking ability.

### **1. Looking for the mean of variable X and Y**

1. The mean of variable X

$$M_x = \frac{\sum X}{N}$$

2. the mean of variable Y

$$M_y = \frac{\sum Y}{N}$$

### **2. Looking for standard deviation of variable X and Y**

1. Standard deviation of variable X

$$SD_x = \frac{\sum x^2}{N}$$

## 2. Standard deviation of variable Y

$$SDy = \frac{\sum y}{N}$$

### 3. The Validity and Reliability of the Test

#### 1. Validity

Every test, whether it is a short, informal classroom test or a public examination should be as valid as the test constructor can make it, the test must aim to provide a true measure of the particular skill that was intended to measure. According to Donna a high level of validity is a goal to strive. It means the test is valid or not if the test has been tested and it can be measured<sup>5</sup>. According to Heaton the validity of a test is the extent to which it measures what it is supposed to measure and nothing else<sup>6</sup>.

#### 2. Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Heaton explains that reliability is primary importance in the use of both public achievement and proficiency test and classroom test. There are some factors affecting the reliability of a test, they are:

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<sup>5</sup> Johnson M. Donna *Approaches to Research in Second Language Learning* (London and New York. 1992), p. 53.

<sup>6</sup> Heaton, J.B. *Writing English Language Test*. (New York. 1988). p. 159

- The extent of the sample of material selected for testing
- The administration of the test, clearly this is an important factor in deciding reliability, especially in tests of oral production and listening<sup>7</sup>.

To obtain the reliability of the test, it must know first the mean and standard deviation of the test. The reliability of the whole test was analyzed by using following formula:

$$r_{ii} = \frac{N}{N-1} \left( 1 - \frac{m(N-m)}{NX^2} \right)$$

R<sub>ii</sub> : Reliability

N : The number of items in the test

M : The mean score of the test

X : The standard deviation of the test

The reliability coefficient for good classroom achievement test are expected to exceed 0, 0 and closed 1,00. He states that the reliability of the test is considered as follows:

0.00-0.20	reliability is low
0.21-0.4	reliability is sufficient
0.4-0.6	reliability is high
>.6	reliability is very high

And the last formula for questionnaire and the writer used the formula from Sudijono's book as follow:

$P = \frac{F}{N} \times 100\%$
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<sup>7</sup> Ibid, p. 162

Note:

P: The percentage

F: The frequency

N: The number of respondents<sup>8</sup>

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<sup>8</sup> Anas sudijono, *pengantar statistic pendidikan*. (Jakarta. 2009). P. 43.

## **CHAPTER IV**

### **THE PRESENTATION OF THE DATA AND ANALYSIS**

#### **A. The presentation of the Data**

##### **a. The Data of Classroom Observation**

Besides the test, the writer also observed the effect of the implementation of group discussion toward students' speaking ability. The kind of observation in this research is only to describe the condition of classroom participant itself. The observation was conducted by the teacher and the writer. The writer did eight observations to experiment class about the effect of the implementation of group discussion toward speaking ability at the second year students of MAS Dar-el Hikmah pekanbaru. The data can be seen as follows:

#### **The Observation of English teachers at MAS Dar-el Hikmah**

From the first to the last observation, I observed the teacher did Group discussion steps or procedures rightfully. She was a good partner in teaching and learning process. She had good preparation in every meeting because, the researcher had to combine his teaching form within teaching English procedure at MAS Dar-el Hikmah. The researcher also did formative test in every meeting. Based on the observation, the researcher did Group discussion procedures in teaching and learning process. See Appendix C



### **The Observation Form of Experimental Group at MAS Dar-el Hikmah**

From the first observation, there was a good cooperation with the staffs, teachers, and students. They had good learning facilities in the classroom. From the second observation, the students were very enthusiastic to begin the study English. From the third observation, I saw students had good preparation to start the study, and they were honor persons. From the fourth observation, I saw they were very enjoyable in learning by using Group Discussion.

From the fifth observation, students focused in learning process. Automatically they had good result in the test. From the sixth observation students involved in teaching and learning process, and they were more active than before, and the English teacher was very communicative as a controller in the classroom. From the seventh observation, I saw they had good achievement than before based on their test result, and I gave the post-test. From the observations done above, it can be concluded that in classroom observation researcher, teachers, and students had did a good cooperation in teaching and learning process. It could be seen from the teachers as a controller in the classroom as long the researcher done the research. See Appendix C

From the data observation recapitulation, it can be concluded that the result of observation of group discussion in the classroom was indicated by the number of answers “Yes” 52 and “No” 12. The following of percentage of the result of the observation “Yes” =  $52: 60 \times 100\% = 86.66\%$  and the answer “No” =  $12: 60 \times 100\% = 20.00\%$ . See Appendix H

The table above also showed that there were some highest aspects implemented by the teacher. They were as follows:

1. The teacher came into the class.
2. The teacher began speaking in the target language.
3. The teacher arranged the students into groups.
4. The teacher asked students to do conversation/to talk each other about the topic in their group.

While, the table of indicators showed that there were implemented by the teacher as follows:

1. The teacher evaluated the students' speaking ability that consisted of grammar, fluency, pronunciation, and vocabulary.
2. The teacher asked the students to discuss the topic in group.
3. The teacher controlled the students when the discussion get start.

And the last, the table of indicators that there were the aspects that were not implemented by the teacher as follows:

1. The teacher gave a comment to the students when they had succeeded to do their discussion.

## **B. The Data from the Test**

In order to find whether or not there was a significant difference toward students' speaking ability of the two classes, the writer calculated data taken from the scores of the students' final test. The data were analyzed by using statistical analysis technique in order to identify the average score of both experimental and control

class. The difference of means were analyzed by using Paired sample T-test in SPSS. Instead, this research used pre-test and post-test.

Where, the observe value was the mean of the differences. The expected value was  $\mu d = 0$ . The standard error of the difference was the standard deviation of the difference, divided by the square root of the sample size. Both populations must be normally or approximately normally distributed<sup>1</sup>.

This research was to obtain the effect of the implementation of group discussion toward speaking ability of the second year students' at MAS Dar-el Hikmah. The data of this research were the scores of students' post-test. The writer gave pre-test to all of the population to determine two classes as the samples. It was found out that class XI Agama A2 as the experimental group and XI Agama B1 as the control group.

The total of test for both classes was significantly different. The data of this research were gotten from the scores of the students' pre-test and post-test. The data were collected through the following procedures:

- a. The students (experiment class and control class) were asked to express their ideas in discussion about some topic for 5 minutes as the longest time.

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<sup>1</sup> G. Bluman, A. *Elementary Statistics*. (United States Library of Congress. 2004). P. 466.

- b. The teacher evaluated the test based on the discussion of the student about the topic.
- c. Students' speaking ability was recorded by using a recorder.
- d. Score of students' speaking ability was determined by the raters; the first rater was Mr. Yasir Amri, S. Pdi, M.Pd and the second rater was Mrs. Kurnia Budiyaniti, M.Pd. See appendix H, Each score was gotten from the score given by the first rater and the second rater. The total score was divided into two. For example: Student 1: the rater 1 gave score 56 and rater 2 gave 48. The total is  $104:2=52$ . So the score of student 1 is 52.

There were two data of students' speaking ability served by the writer. They were: the data of students' speaking ability taught by using group discussion Strategy and the data of the students' speaking ability taught without using group discussion strategy and they are as follows:

**TABLE**

**THE SCORE OF THE STUDENTS' SPEAKING ABILITY OF THE SECOND  
YEAR AT MAS DAR-EL HIKMAH**

<b>No</b>	<b>Experimental group</b>		<b>No</b>	<b>Control group</b>	
	<b>Pre-test</b>	<b>Post-test</b>		<b>Pretest</b>	<b>Post-test</b>
<b>1</b>	52	64	<b>1</b>	42	52
<b>2</b>	50	60	<b>2</b>	48	48
<b>3</b>	52	60	<b>3</b>	50	58
<b>4</b>	50	52	<b>4</b>	44	50
<b>5</b>	42	68	<b>5</b>	48	44
<b>6</b>	46	68	<b>6</b>	42	40
<b>7</b>	42	56	<b>7</b>	44	46
<b>8</b>	46	68	<b>8</b>	42	48
<b>9</b>	52	60	<b>9</b>	48	48
<b>10</b>	46	68	<b>10</b>	42	42
<b>11</b>	46	68	<b>11</b>	44	46
<b>12</b>	44	60	<b>12</b>	46	44
<b>13</b>	50	68	<b>13</b>	50	58
<b>14</b>	40	52	<b>14</b>	40	50
<b>15</b>	48	64	<b>15</b>	46	50
<b>16</b>	42	68	<b>16</b>	46	48
<b>17</b>	44	60	<b>17</b>	42	42
<b>18</b>	54	70	<b>18</b>	46	48
<b>19</b>	44	64	<b>19</b>	46	44
<b>20</b>	44	70	<b>20</b>	48	52
<b>21</b>	48	56	<b>21</b>	42	48
<b>22</b>	42	64	<b>22</b>	45	48
<b>23</b>	40	64	<b>23</b>	40	46
<b>24</b>	42	56	<b>24</b>	42	48
<b>25</b>	46	64	<b>25</b>	44	50
<b>Total</b>	1152	1410	<b>Total</b>	946	1016

To gain the data from the test, there was a topic test given to four groups that consisted of 25 respondents in this research. From the test, it was obtained that the lower score was 42 and the higher score was 70. The mean was 62.2667. The data were obtained from the research by using SPSS. The following steps how to get the result data based on SPSS 15.0 for windows-statistical software are:

1. Open the students' test file.
2. From the menu of SPSS, click *Analyze* and then click sub menu *Descriptive Statistics*, and click *Frequencies*.
3. From the menu click your variables, and press the narrow button.
4. From the analysis setting, click *Statistics* that will show *frequencies: statistics*, it is consisted of four analysis group:
  - a. *Percentile Values*, click *Quartiles* and *Percentiles (s)*.
  - b. *Central Tendency*, click Mean, Mode, and Sum.
  - c. *Dispersion*, click Std. deviation, Variance, Range, Minimum, Maximum, and S.E. mean.
  - d. *Distribution*, click Skew ness and Kurtosis, and then click continue.
5. From the *Charts* analysis setting, click *Histogram with normal curve*, and click continue.
6. From the *Format* analysis setting, at *Order by* menu click *Ascending Values*, at *Multiple Variables* click *Compare Variables*, and then click continue.

### C. The Data Analysis.

The result of the test from the experimental and control group can be seen in the following table:

**Statistics**

		Expre	Expost	Ctrlpre	Ctrlpost
N	Valid	25	25	25	25
	Missing	0	0	0	0
Mean		46.08	62.88	44.68	47.92
Std. Error of Mean		.812	1.090	.585	.860
Median		46.00	64.00	44.00	48.00
Mode		42(a)	68	42	48
Std. Deviation		4.061	5.449	2.926	4.300
Variance		16.493	29.693	8.560	18.493
Skewness		.331	-.560	.213	.630
Std. Error of Skewness		.464	.464	.464	.464
Kurtosis		-.946	-.680	-.913	1.032
Std. Error of Kurtosis		.902	.902	.902	.902
Range		14	18	10	18
Minimum		40	52	40	40
Maximum		54	70	50	58
Sum		1152	1572	1117	1198
Percentiles	25	42.00	60.00	42.00	45.00
	50	46.00	64.00	44.00	48.00
	75	50.00	68.00	47.00	50.00

a. Multiple modes exist. The smallest value is shown

Based on the table above, we can see that mean score of experimental group after having treatment was (62.88), and standard deviation was (5.449) If we compare with before treatment mean score was (46.08), and standard deviation was (4.061). It means that the experimental class after was better than before. In control group after, had mean was (47.92), and standard deviation was (4.300). When we

compare with control before, mean was (44.68), and standard deviation was (2.926).

It means that the control after was better than before.

**TABLE. IV.3**

**THE FREQUENCY DISTRIBUTION OF SPEAKING ABILITY TEST IN**

**EXPERIMENTAL GROUP**

**Expre/before**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	8.0	8.0	8.0
	42	5	20.0	20.0	28.0
	44	4	16.0	16.0	44.0
	46	5	20.0	20.0	64.0
	48	2	8.0	8.0	72.0
	50	3	12.0	12.0	84.0
	52	3	12.0	12.0	96.0
	54	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

From the table 1V.3, about the frequency distribution of experimental before showed the output from 25 respondents, the valid percent at interval 40 was 8.0%, at interval 42 was 20.0%, at interval 44 was 16.0%, at interval 46 was 20.0%, at interval 48 was 8.0%, at interval 50 was 12.0%, at interval 52 was 12.0%, and at interval 54 was 4.0%



**TABLE. 1V. 4**

**THE FREQUENCY DISTRIBUTION OF SPEAKING ABILITY TEST IN  
EXPERIMENTAL GROUP**

Expost/after

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	2	8.0	8.0	8.0
	56	3	12.0	12.0	20.0
	60	5	20.0	20.0	40.0
	64	6	24.0	24.0	64.0
	68	7	28.0	28.0	92.0
	70	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

From the table 1V.4, about the frequency distribution of experimental after showed the output from 25 respondents, the valid percent at interval 52 was 8.0%, at interval 56 was 12.0%, at interval 60 was 20.0%, at interval 64 was 24.0%, at interval 68 was 28.0% and at interval 70 was 8.0%.

**TABLE IV.5**  
**THE FREQUENCY DISTRIBUTION OF SPEAKING ABILITY TEST IN**  
**CONTROL GROUP**

**Ctrlpre**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	8.0	8.0	8.0
	42	7	28.0	28.0	36.0
	44	4	16.0	16.0	52.0
	45	1	4.0	4.0	56.0
	46	5	20.0	20.0	76.0
	48	4	16.0	16.0	92.0
	50	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

From the table 1V.5, about the frequency distribution of control before showed the output from 30 respondents, the valid percent at interval 40 was 8.0%, at interval 42 was 28.0%, at interval 44 was 16.0%, at interval 45 was 4.0%, at interval 46 was 20.0%, at interval 48 was 16.0%, at interval 50 was 8.0%.

**TABLE IV.6**  
**THE FREQUENCY DISTRIBUTION OF SPEAKING ABILITY TEST IN**  
**CONTROL GROUP**

**Ctrlpost/after**

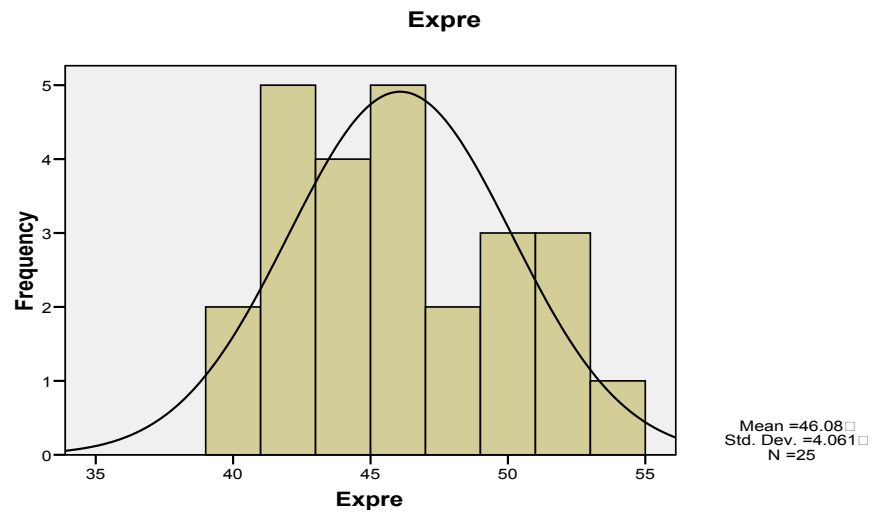
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	1	4.0	4.0	4.0
42	2	8.0	8.0	12.0
44	3	12.0	12.0	24.0
46	3	12.0	12.0	36.0
48	8	32.0	32.0	68.0
50	4	16.0	16.0	84.0
52	2	8.0	8.0	92.0
58	2	8.0	8.0	100.0
Total	25	100.0	100.0	

From the table 1V.6, about the frequency distribution of control after showed the output from 30 respondents, the valid percent at interval 40 was 4.0%, at interval 42 was 8.0%, at interval 44 was 12.0%, at interval 46 was 12,0% at interval 48 was 32.0%, at interval 50 was 16.0%. at interval 58 was 8.0%.

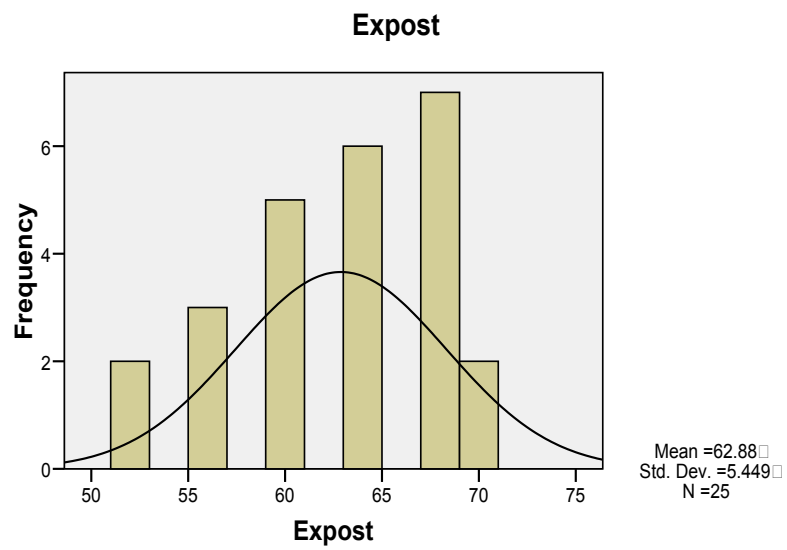
To know more about using group discussion strategy (experimental group) result given to the 25 respondents of the second year students at MAS Dar-el Hikmah, the writer described in the following histogram

**Histogram of Experimental group**

## Before



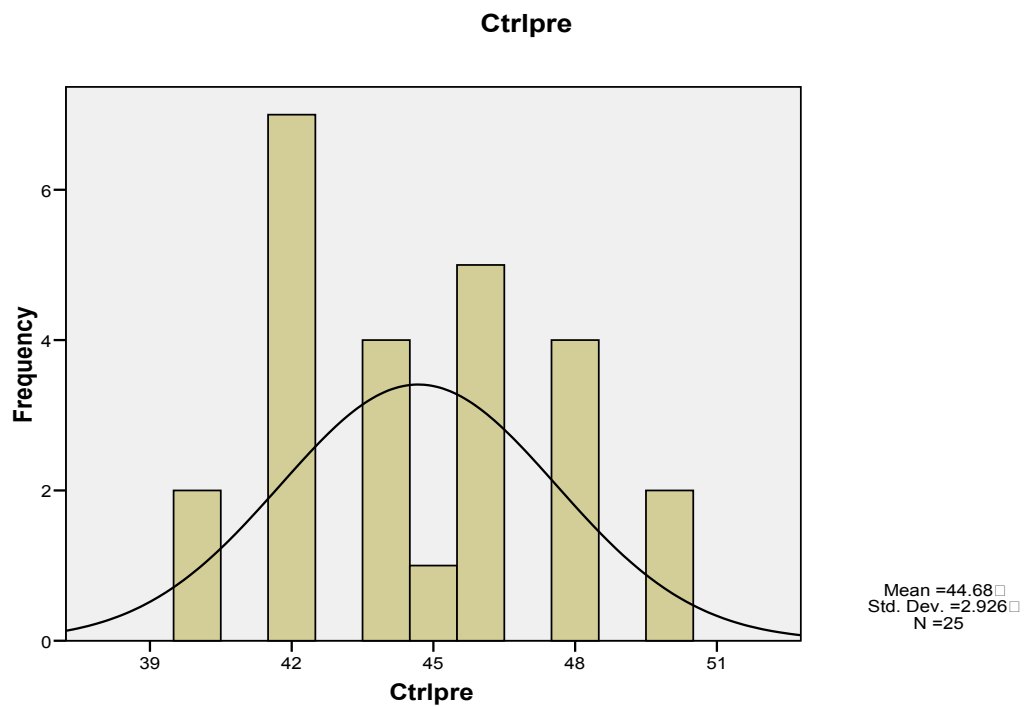
## After



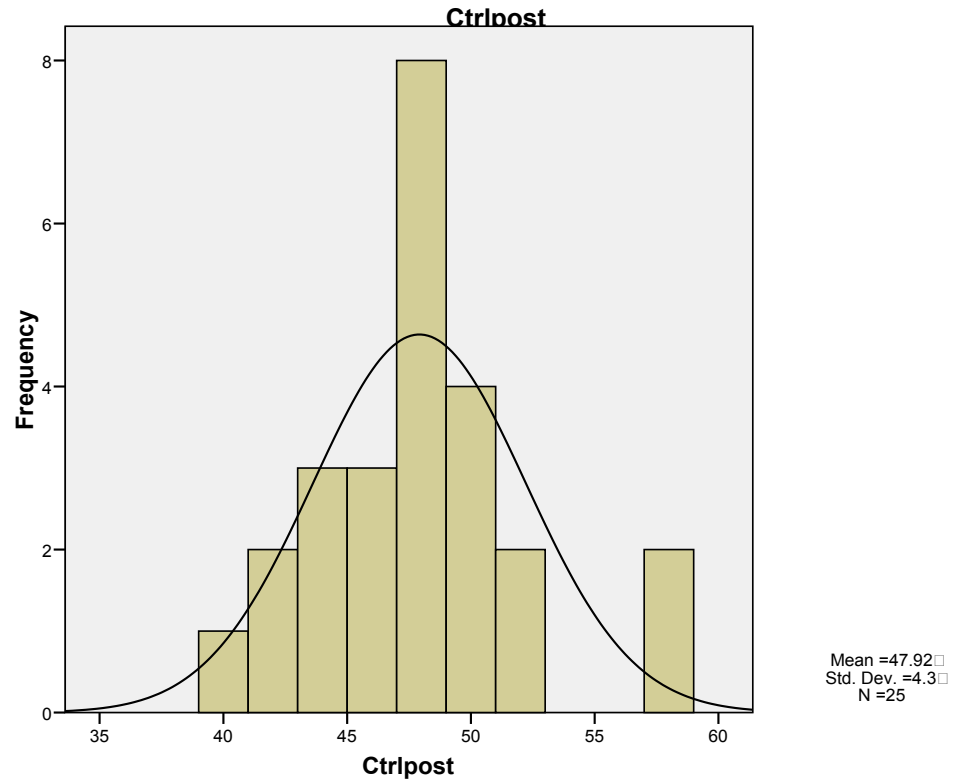
Based on histograms above, we can see that mean score of experimental group after having treatment was (62.88), and standard deviation was (5.449). If we compare with before treatment the mean was(46.08), and standard deviation was (4.061). It means that the experimental after is better than before.

### Histogram of Control group

**Before**



## After



In control group after, had mean was (47.92), and standard deviation was (4.3). When we compare with control before, the mean was (44.68), and standard deviation was (2.926). It means that the control after is better than before.

## Validity of the Test

Every test, either it is a short, informal classroom test or a public examination should be valid as the test constructor can make it. The test must aim to provide a true measure of the particular skill which is intended to measure.

Heaton said, “The validity of the test is the extent to which it measures what it is supposed to measure and nothing else<sup>2</sup>.” There are three kinds of validity that consist of content validity, construct validity, and empirical validity. Knowing that the validity can be ascertained (1.0), it then becomes theoretical upper limit of the validity coefficient then it is (1.0). It means that the test is valid.

Grant Henning said that validity in general refers to the appropriateness of a given test or any of its component parts as a measure of what it is supposed to measure<sup>3</sup>. A test is said to be valid to the extent that it measures what it is supposed to measure. Any given test then may be valid for some purposes, but not for others. The matter of concern in testing is to ensure that any test employed is valid for the purpose for which it is administered. For most empirical kinds of validity, reliability is necessary but not sufficient condition for validity to be present. Stated in another way, it is possible for a test to be reliable without being valid for a specified purpose, it is impossible for a test to be valid without first being reliable.

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<sup>2</sup> JB. Heaton, Op. cit. p. 159

<sup>3</sup> Grant Henning, G. *Language Testing*. (Los Angeles. 1987), p. 89.

## **Reliability**

A test must first be reliable, as a measuring instrument. Reliability is a necessary characteristic of any good test<sup>4</sup>. Heaton explains that reliability is primary importance in the use of both public achievement and proficiency test and classroom test.

There are some factors affecting the reliability of a test, they are:

1. The extent of the sample of material selected for testing.
2. The administration of the test, clearly this is an important factor in deciding reliability.

Grant Henning said that reliability is thus a measure of accuracy, consistency, dependability, or fairness of scores resulting from administration of a particular examination<sup>5</sup>. If reliability is associated with accuracy of measurement, it follows that reliability will increase as error of measurement made to diminish. We actually quantify reliability so that we can be aware of the amount of error present in our measurement and the degree of possible confidence in scores obtained from the test.

To know the reliability of the test, we must know: (a) the mean score, (b) the standard deviation of the test, and (c) Cronbach's Alpha. The following are the steps

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<sup>4</sup> Heaton. Op.Cit. p. 162.

<sup>5</sup> Grant henning. Op. Cit, p. 74.



how to get the result data based on SPSS 16.0 for windows-statistical software are:

1. Open the students test file.
2. From the menu of SPSS, click *Analyze* and then click sub menu *Scale*.
3. From the menu click your variables, and press the narrow button.
4. From *statistics*, click item and scale, at inter-item; click correlation, at summaries; click means and correlation, and then click *ok* to end this process and you will see the output data of SPSS automatically.

**TABLE IV.7**

**Case Processing Summary**

		N	%
Cases	Valid	25	100.0
	Excluded( a)	0	.0
	Total	25	100.0

a Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.154	.160	2

a.The value is negative due to a negative average covariance among items.

This violates reliability model assumptions. You may want to check item codings

#### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
108.96	50.040	7.074	2

#### a. The Reliability of Test

Number items	2
Mean	108.96
Standard deviation	7.074
Cronbach's Alpa	.154

The score obtained was compared to  $r$  table of product moment that the degree of freedom was 50 " $r$ " product moment at level 5% was 0.237 and 1% was 0.354. The score obtained of Cronbach's Alpa was 0.154 higher than  $r$  table whether 5% and 1% ( $0.237 < 1.690 > 0.354$ ). It means that the test was reliable.

## Paired Sample t-test

When the samples were dependent, a special t test for dependent mean was used. This test employed the difference in values of the matched pairs. The hypothesis is:

$$\begin{array}{l} \text{Two-tailed...left-tailed...right-tailed} \\ H_0 : \mu_D = 0, H_0 : \mu_D \geq 0, H_0 : \mu_D \leq 0 \\ H_1 : \mu_D \neq 0, H_1 : \mu_D < 0, H_1 : \mu_D > 0 \end{array}$$

Where  $\mu_D$  is the symbol for the expected mean of the difference of the matched pairs, where the observed value is the mean of the differences, the expected value  $\mu_D$  is zero if the hypothesis is  $\mu_D = 0$ . the standard error of the difference is the standard deviation of the difference, divided by the square root of the sample size. Both populations must be normally or approximately normally distributed. The following steps are how to get the result data based on SPSS 16.0 for windows-statistical software are:

Open the students test file.

1. From the menu of SPSS, click *Analyze* and then click sub menu *Compare Means*, and click *Paired-Samples T Test*.

2. From the menu click your variables, and press the narrow button, and then click *ok* and then click *ok* to end this process and you will see the output data of SPSS automatically.

**TABLE IV.8**  
**THE DATA FROM PAIRED SAMPLE T TEST**

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Expre	46.08	25	4.061	.812
	Expost	62.88	25	5.449	1.090

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	Expre & Expost	25	.087	.679

## Analysis out put SPSS 15.0

### Paired Samples Test

	Paired Differences					T	Df	g(2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Expre – expost	16.800	6.506	1.301	-19.486	-14.114	-12.910	24	.000

1. *Out put Paired Samples Statistics* showed mean before was 46.08, and after was 62.88, while N of two samples were 25. The Standard of Deviation before are showed 4.061 and after are showed 5,449. The Mean standard error before were showed .812, and after are showed 1.090.

2. *Out put Paired Samples Correlation* showed correlation between before and after, where correlation obtained was 0.842 and samples significant were 038.

The probability assumption were:

- a. If the probability  $> 0.05$  the null hypothesis can be accepted.
- b. If the probability  $< 0.05$  the null hypothesis cannot be accepted.

So, because samples significant 0.03 smaller than 0.05. Its mean the null hypothesis cannot be accepted.

3. *Output Paired Sample T Test* showed analysis result by using t test. Where t test was compared between  $t_0$  (t observation) and  $t_t$  (t table). The score obtained of  $t_0$

was 12.910 higher than t table whether 5% and 1% ( $2.06 < 12.910 > 2.79$ ). It meant that the null hypothesis could not be accepted. The probability assumption are:

- a. If the probability  $> 0.05$  the null hypothesis could be accepted.
- b. If the probability  $< 0.05$  the null hypothesis could not be accepted.

Based on the result of Paired Sample t-test by using SPSS above, the t test sign was.  $< \alpha (0.00 < 0.05)$   $H_0$  could not be accepted and  $H_a$  could be accepted<sup>6</sup>. Based on the data above, teaching speaking by using group discussion strategy was significant toward students' speaking ability.

After calculating the degree of freedom above, we know that the degree of freedom was 25. The t-table at 5% grade of significance was 2.06; while in the level of significance 1% are 2.79. So the writer concluded that  $t_0$  was higher than t-table 5% and 1%. It can be read that  $2.06 < 12.910 > 2.79$ .

The score above showed that the alternative hypothesis could be accepted and it meant that there was significant effect of Group discussion strategy toward speaking ability of the second year of MAS Dar-el Hikmah.

### **3. The Data from Questionnaires**

The data of the factor that influence students speaking ability, the data will be presented consecutively in the form of the tables they are as follow:

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<sup>6</sup> Hartono, *Analisis Data Statistika dan Penelitian (SPSS 16.0)*. (Yogyakarta.2008).p. 151 et seqq

**TABLE IV.9**

**I LIKE TO SPEAK ENGLISH DURING ENGLISH CLASS**

<b>N O</b>	<b>Statement</b>	<b>Total Students</b>	<b>The scale of indicating frequency of the students' Responses</b>				
			<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Never</b>
1	I like to speak English during English class	50	7	6	15	12	10
<b>Percentage</b>		100	14%	12%	<b>30%</b>	24%	20%

From the table above we could see that the students tended to choose sometimes to show their habit that they liked to speak English during English class, it could be seen from the highest score F:15 (30%)

**TABLE IV.10**

**I LEARN ENGLISH LESSON TO MAKE SPEAKING WELL**

<b>N O</b>	<b>Statement</b>	<b>Total Students</b>	<b>The scale of indicating frequency of the students' Responses</b>				
			<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Never</b>
2	I learn English lesson to make speaking well	50	7	6	16	9	12
<b>Percentage</b>		100	14%	12%	<b>32%</b>	18%	24%

From the table above we could see that the students tend to choose sometimes to show they habit that they learned English to make speaking well, it could be seen from the highest score F:16 (32%)

**TABLE IV.11**

**I SPEAK ENGLISH IN FRONT OF THE CLASS CONFIDENTLY**

<b>N O</b>	<b>Statement</b>	<b>Total Students</b>	<b>The scale of indicating frequency of the students' Responses</b>				
			<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Never</b>
3	I speak English in front of the class confidently	50	8	6	8	21	7
<b>Percentage</b>		100	16%	12%	16%	<b>42%</b>	14%

From the table above we could see that the students tended to choose seldom to show their habit that they spoke English in front of the class confidently, it could be seen from the highest score F:21 (42%).

**TABLE IV.12**

**I SPEAK ENGLISH WHEN MY FRIEND ALSO SPEAK ENGLISH**

<b>N O</b>	<b>Statement</b>	<b>Total Students</b>	<b>The scale of indicating frequency of the students' Responses</b>				
			<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Never</b>
4	I speak English when my friend also speak English	50	6	8	10	20	6
<b>Percentage</b>		100	12%	16%	20%	<b>40%</b>	12%

From the table above we could see that the students tended to choose seldom to show their habit that they spoke English when their friend also speak English , it can be seen from the highest score F:20 (40%).



**TABLE IV.13**

**I SPEAK ENGLISH EITHER IN OR OUT OF THE CLASSROOM**

<b>N O</b>	<b>Statement</b>	<b>Total Students</b>	<b>The scale of indicating frequency of the students' Responses</b>				
			<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Never</b>
5	I speak English either in or out of the classroom	50	6	5	6	27	6
<b>Percentage</b>		100	12%	10%	12%	<b>54%</b>	12%

From the table above we could see that the students tended to choose seldom to show their habit that they spoke English either in or out of the class, it could be seen from the highest score F:27 (54%).

**TABLE IV.14**

**I ASK THE MATERIAL TO THE TEACHER  
WHEN I DON'T UNDERSTAND**

<b>NO</b>	<b>Statement</b>	<b>Total Students</b>	<b>The scale of indicating frequency of the students' Responses</b>				
			<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Never</b>
6	I ask the material to the teacher when I don't understand	50	9	5	10	20	6
<b>Percentage</b>		100	18%	10%	20%	<b>40%</b>	12%

From the table above we could see that the students tended to choose seldom to show their habit that they seldom asked the material to the teacher when they don't understand, it could be seen from the highest score F:18 (40%).

**TABLE IV.15****I PRACTICE ENGLISH IF I MEET MY FRIENDS**

<b>N O</b>	<b>Statement</b>	<b>Total Students</b>	<b>The scale of indicating frequency of the students' Responses</b>				
			<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Never</b>
7	I practice English if I meet my friends	50	6	5	6	23	10
<b>Percentage</b>		100	12%	10%	12%	<b>46%</b>	20%

From the table above we could see that the students tended to choose seldom to show their habit that they seldom practice English if they meet their friends, it could be seen from the highest score F:23 (46%).

**TABLE IV.16****I AM SPEAKING SERIOUSLY**

<b>NO</b>	<b>Statement</b>	<b>Total Students</b>	<b>The scale of indicating frequency of the students' Responses</b>				
			<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Never</b>
8	I am speaking seriously	50	7	8	22	10	3
<b>Percentage</b>		100	14%	16%	<b>44%</b>	20%	6%

From the table above we could see that the students tend to choose sometimes to show their habit that they sometimes spoke seriously, it can be seen from the highest score F:24 (44%)

**TABLE IV.17****I AM ACTIVELY INVOLVE IN THE ENGLISH PROGRAM****CONDUCTED BY MY SCHOOL**

<b>NO</b>	<b>Statement</b>	<b>Total Student</b>	<b>The scale of indicating frequency of the students' Responses</b>				
			<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Never</b>

9	I am actively involve the English program conducted by my school	50	6	10	17	12	5
<b>Percentage</b>		100	12%	20%	<b>34%</b>	24%	10%

From the table above we could see that the students tended to choose sometimes to show their habit that they actively involved in English program conducted by their school, it can be seen from the highest score F: 20 (34%).

**TABLE IV.18**

**I PAY ATTENTION TO THE TEACHER WHEN EXPLAIN  
THE MATERIAL.**

<b>N O</b>	<b>Statement</b>	<b>Total Students</b>	<b>The scale of indicating frequency of the students' Responses</b>				
			<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Never</b>
10	I pay attention to the teacher when explain the material.	50	15	10	11	9	5
<b>Percentage</b>		100	<b>30%</b>	20%	22%	10%	8.33%

From the table above we could see that the students tended to choose seldom to show their habit that they always paid attention to the teacher when explained the material, it could be seen from the highest score F: 25 (30%)

**TABLE IV 19**

**THE RECAPITULATION RESULT OF THE QUESTIONNAIRE ON**

**THE STUDENTS FACTOR THAT INFLUENCE IN SPEAKING**

N O	Statement	Total Students	The scale of indicating frequency of the students' Responses				
			Always	Often	Sometimes	Seldom	Never
1	I like to speak English during English class	50	7	6	15	12	10
2	I learn English lesson to make speaking well	50	7	6	16	9	12
3	I speak English in front of the class confidently	50	8	6	8	21	7
4	I speak English when my friend also speak English	50	6	8	10	20	6
5	I speak English either in or out of the classroom	50	6	5	6	27	6
6	I ask the material to the teacher when I don't understand	50	9	5	10	20	6
7	I practice English if I meet my friends	50	6	5	6	23	10
8	I am speaking seriously	50	7	8	22	10	3
9	I am actively involve the English program conducted by my school	50	6	10	17	12	5
10	I pay attention to the teacher when explain the material	50	15	10	11	9	5
<b>Total</b>		500	77	69	121	<b>163</b>	70
<b>Percentage</b>		100	12.83	13.8	24.2	<b>32.6</b>	14

From the questionnaire above we can see that generally, (1) students speak English either in or out of the classroom and the students practice English if they meet them friends. (2) Students learn English lesson to make speaking well and pay attention to the teacher when explain the material, statement have in the average point. And students tend to choose seldom to show their habit, it can be seen from the highest score is **32.6 %**.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Speaking is one of the language skills that should be mastered by the students in English language learning. Speaking English becomes very important in using English for communication. Someone is considered competent in language if he or she is clever to scrutinize, read, and write in and by using language. Speaking is one of the important and essential skills that people must practice.

Considering the explanations above, English teachers have responsibility as they are demanded to have teaching method in order to solve the problem faced by the students in learning English, like; low vocabulary, feeling shy to speak English, being unconfident, being afraid of making mistakes, etc. There are various methods in teaching speaking that gives different ways in learning English, for example, using group discussion in teaching speaking. The advantages of using group discussion strategy are as follows:

- 1) It is active learning.
- 2) Hidden practice (the students practice the language unconsciously).
- 3) It helps the suppressed and illiterate to express their idea.
- 4) It is simple and low cost.
- 5) It focuses on problems which are very real in nature.
- 6) Student interest in the topic is raised.

- 7) Students are not passive recipients of the instructor's knowledge.
- 8) Group discussion strategy involves the big sample, so suitable with the big class that has the big sample.

In this research, there were two formulations of the problem; the first formulation was to find out how was the effect of the implementation of group discussion strategy toward speaking ability at the second year of MAS Dar-El Hikmah ?. After conducting the research, the experimental students' speaking ability by using Group discussion strategy in teaching at the second year of MAS Dar-el hikmah, pekanbaru was categorized high (62.88%), It can be analyzed that  $t_o$  was higher than  $t$  table in either at 5% or 1% grade of significance. It could be read that  $(2.06 < 12.910 > 2.79)$ . It meant that there was a significant effect of using group discussion to toward students' speaking ability at the second year MAS Dar-el hikmah pekanbaru.

The second formulation was to find out factors influences students' speaking ability at MAS Dar-el hikmah. There were some factors that influence students speaking ability such as students seldom spoke English either in or out of the classroom and the students seldom practiced English if they met their friends it can see from the data 32. 6%. These dominant factors can obstruct speaking ability.

## **B. The Suggestion**

### **1. Suggestion for the Teacher**

- a) The teacher should be creative in selecting the technique that can be used in teaching speaking in order to get better result of students' speaking ability.
- b) The teacher should have the ability to guide the students; in order that the students have big motivations in learning English, specially speaking ability.
- c) The teacher should give the students opportunities to share or express their opinions in front of their friends.
- d) The teacher can use group discussion strategy toward students speaking ability.

### **2. Suggestion for the Students**

- a) The students should pay more attention to the lesson explained by the teacher
- b) The students do not be afraid of making mistakes when they want to speak, just show up the ability in speaking English.
- c) The students should practice their speaking in order to get a better achievement in English lesson.

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